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The School Journal.

ESTABLISHED 1870.

THE SCHOOL JOURNAL.

A WEEKLY JOURNAL OF EDUCATION.

AMOS M. KELLOGG, } EDITORS.
JEROME ALLEN, }

A FEW SIMPLE POINTS.

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CONTENTS OF THIS NUMBER.

EDITORIAL	Page	355	EDUCATIONAL NOTES	361
A Sketch of the Work in Quincy Schools from 1870 to 1880.....	357		New York City.....	361
Language Teaching in Rural Schools.....	358		News of the Week.....	362
Moulding in Sand.....	358		Educational Calendar.....	361
THE SCHOOL-ROOM.			EDUC. MISCELLANY.	
Geography, and How to Teach It.....	359		General Program of the National Educational Association.....	362
Selections for Written Reproduction.....	360		Live Questions.....	362
TABLE TALK.....	360		FOR THE SCHOLARS.	
LETTERS.....	360		Familiar Friends in Fables.....	363
PERSONAL.....	361		Golden Thoughts.....	363
			BOOK DEPT.	
			New Books.....	364

New York, June 5, 1885.

THE World says that if it were illegal to make a fool of one's self, "two-thirds of our people would be in jail." From this enumeration teachers should be exempted.

THERE is a great difference between meddling and muddling. Some school boards seem foredoomed to be continually re-arranging salaries, issuing instructions, and generally reminding teachers of their subordinate positions. Fussiness is to many the highest expression of devotion to duty. Unfortunately, the tendency to meddling is strongest where it is least justified by personal fitness. Teachers who respect themselves should decline to be daily directed by men who are as incapable of superintending the routine of school work as they are of realizing the feelings created in cultivated minds by unwarrantable meddling.

The prevalent mania for change will turn many teachers adrift this summer. There will be discontent and discouragement. Can

it be helped? Not so long as ignorant members of school boards assume to dictate to teachers how school work ought to be done; not so long as teachers are subjected to the ordeal of annual elections and a possible re-examination; in other words, not so long as teachers are servants and not masters of their own business. It is galling beyond description for teachers to be ruled, when they should rule.

As vacation approaches, the question of how it shall be spent becomes more and more important. One hundred *don'ts* might be appropriate here, but we omit them and ask for discrimination. Judge between outdoor air, vigorous exercise, renewed strength, longer life, a more happy death on one side, and a burdensome round of impositions and worry under the name of imprisonment and study on the other. No workers need rest more than teachers. They grow old, young. Wrinkles and wasting come too soon. During these summer months care should be given to the winds, and under the grand old trees, or in the mountain, or by the roar of the everlasting waves should be found the goddess of health and avoirdupois.

It is a serious question that teachers should ask themselves, why is it that students ever wish to absent themselves from religious exercises? There is a fitness in devotional forms that are devotional, but there is no fitness in a perfunctory going through with unmeaning ceremonials that are like apples of Sodom. The benefits that follow from real worship are beyond all human computation. "God is a spirit and they that worship Him must worship Him in spirit and in truth." Where there is spirit and life there is an attractive force. We are repelled from dead things, and instinctively want to get away from them. The spiritual worship of the Supreme Being is always attractive. We are by nature worshipful, and wherever true worship is found the soul is drawn toward it by an inward force, because it satisfies a want. The school should satisfy all the wants of the growing nature. No school is a true one that does not do this. Is this sectarian? Then are the longings of the child sectarian; then are our better instincts sectarian. Seek for true worship and present it in all its most beautiful and attractive forms to children. It is not only a sin, but a crime, to deprive our schools of the best worship possible. That man's heart must be a very rock who can say that we should not give our children the best that God has given to us.

A TEACHER has no business to try how certain methods will work. He will know how they will work before he tries them if he has a knowledge of the mind, and the relation of cause to effect. There is a *materia medica* of education as well as of medicine, and one is just as fixed as the other. The questions are frequently asked, Can we abolish the

spelling-book with good results? Is the no-recess plan practicable? How does the sentence method in reading work? Is moral suasion possible without a possible rod? Hundreds of teachers are asking, Who has practically answered these questions? What are the results? Such cut and try questions stand in the same relation to education as the old methods of laying out land to the modern science of surveying. The two foundation stones under the science of education are mental science and child nature. If these two are known, all the rest can be known also.

Some may say that mental science is in its infancy and child nature is little understood. Granted, but enough is fixed to enable reasoning and knowing teachers to work out a few of the more obvious problems without a continual recurrence to the see how-it-will-work plan so popular among those who are not accustomed to think out logically the educational problems presented in school systems.

It will be a blessed time when the word, "school," will not be a synonym of emulation, rank, inflexible courses of study, and nervous strain. In many places the very name, "primary school," sends a shudder, suggesting the words "primary prison." But we are slowly coming to a better day. The Kindergarten has taught us something; we ought to have learned more; the world will learn, and when it does, the garden of childhood will be filled with all sorts of attractive things. Love will rule the hours. Some one whispers: "Where will all the bad children be then?" We answer, "The very atmosphere of a good school makes bad children good before they know it. The best reformatory for a bad boy is a good school."

The future will be better because the children will have better parents. They will be born better. Homes will be better. There will be better food on the tables, and better clothes on the body, better blood in the veins, and better brains in the head, better bones and cleaner hands.

Somebody groans, "The world is going to the dog!" We don't believe it. *It isn't true.* "But," says grumbler, "Look at the prisons and asylums, read the daily papers. Everything is getting worse. It's terrible." But, grumbler, look into the bright windows of ten thousand cheerful homes; hear the music of millions of musical instruments; listen to the laughter of ten million rosy-cheeked boys and girls playing in the streets and fields; see the security and plenty of our land, and then dare to say that the world is going to the bad. It is not! A brighter spring never came to this old world of ours than this of 1885. We may want a little more money and a little more cleanliness, but the land never had so much of peace and security as now. Let the summer schools catch the inspiration of the times and become radiant with the very sunshine of good cheer and love.

THE railroad and steam-boat arrangements of the New York State Teachers' Association, will be found in another column.

THE coming meeting of the American Institute of Instruction at Newport, promises to be a large one.

THE New York State Sunday-School Association will hold its thirtieth annual Convention at Binghamton, the 9, 10, and 11 of June next.

TAKE NOTICE of the subscription bill in your JOURNAL this week. The publishers are expecting a prompt reply.

THE American Normal Musical Institute for 1885. Twelfth Annual Session will be held at Whitewater, Wis., July 6, continuing four weeks. Address S. W. Straub, 286 State Street, Chicago.

A MAN is wanted for two months who thoroughly understands grammar-school work, is accurate and expert in computations, and a good proof reader. Apply to us.

THE salary of a lady principal in this city is \$1700. She has 1800 pupils under her care. If she were a man her salary would be \$3,000. Why is there this difference in pay?

HON. W. W. JONES, State Supt. of Public Instruction, has issued a circular to teachers of Nebraska on the establishment of a Teachers' Reading Circle in that State. The time is not far distant when all the States in the Union will move in this important matter.

HON. B. S. MORGAN, State Superintendent of Public Instruction, West Virginia, recently made us a call. The schools in his State are rapidly improving. Vigorous efforts are being made to raise the qualification of teachers and improve the methods of instruction.

THE program of the National Association will be found on another page. Supt. Calkins has sent the Bulletin of the Association to all parts of the country. The indications are that the coming meeting will be an excellent one. We shall try to publish the full railroad rates next week.

PAGE's "Theory and Practice of Teaching" has been adopted by the State Board of the New York Reading Circle, for one book to be read during the second six months of the course. The other book will be selected at the July meeting at Saratoga, and announced during the sessions of the State Teachers' Association.

NELLIE CANFIELD, an eighteen year old school girl shot herself near the heart last Monday in a seminary in New Jersey. Leaning over her daughter her mother asked, why she had tried to kill herself. "Oh, mamma," the girl answered, "I was so tired, I have been very tired for years, I wanted rest, I wanted complete rest."

In a few weeks we shall issue a special number of the JOURNAL containing the advertisements of all the leading publishing houses. Teachers will see in them the names and prices of many books for which they are frequently inquiring. It would be a great saving of labor, expense and trouble if they would prepare to make a note of all such books, material, etc., as they think they will need, or be likely to need during the coming year.

COM. J. H. THIRY, of the Third Ward, L. I. City, has put into successful operation a Penny School Savings Bank in the schools where he lives. A few days ago \$29.53 cents were collected in ten minutes from 250 pupils with no confusion or interruption in study. Over \$400 has already been deposited during the present school year, and Miss M. McGee, the principal, says that before July the amount will reach \$500. The design is excellent.

We shall lay before our readers a detailed account of the workings of the system within a few weeks for the encouragement of other schools. Mr. Thiry is the first school officer to carry this plan into successful operation.

BISHOP WALDEN at the recent meeting of the Newark, (N. J.) conference while examining six candidates for ordination as deacons said: "I will now ask a most important question; you solemnly promise to abstain from the use of tobacco!" Applause and laughter drowned the candidates' response. The Bishop continued: "We want men with clean hearts, clean hands and clean mouths to preach God's word!" A burst of applause approved that sentiment. Those who by precept and example guide the young ought to be as clean as those who minister at the altar.

SUPTS. WILLIAMS of Glens Falls, and Ballard of Jamaica, have interested themselves in devising an excellent way in which teachers can spend their vacation with advantage to themselves. They have organized a school for primary and intermediate teachers, and teachers of ungraded country schools, where they can have two weeks of instruction in reading, spelling, writing, language lessons, arithmetic, geography, busy work, physiology, hygiene, and physical training. The school will be at Glens Falls, and will open Aug. 17. The whole expense, including railroad fare from this city, and board will not exceed \$20.

WE frequently publish articles to be read to the school. These are selected or prepared with great care, for it is no easy task to interest children in written or spoken language. The article in this number on "Familiar Friends in Feathers," is taken from the charming book of Mrs. Treat, and is full of genuine interest. If we are not mistaken, it will be listened to by even quite young pupils, with no compulsion.

In this season of the year, when all nature is rejoicing, and the freshness and beauty of the land is unsurpassed, it is the duty of teachers to bring their pupils into intimate sympathy with the rocks, trees, grass, birds, and flowers. We must teach them to open the "books in the running brooks" and learn lessons from the opening leaves and ripening fruits. The nearer we can get to Nature's heart, the nearer shall we get to Nature's God.

WHILE the National Educational Association has done great good in the past, and under the vigorous management of the last few years, has attracted large numbers of teachers to its meetings, I am one of the many who believe that they might be made much more effective in elevating the work in the school room than they have been of late years. Education is rapidly becoming a profession, and it seems to me that its professional side has not been enough emphasized at these meetings.

The election of Mr. F. Louis Soldan as president of the association places it in the hands of one of the most vigorous and progressive representatives of professional and normal work in the country, and leads me to hope and believe that the fresher tendencies now beginning to make themselves effectively felt in the educational world will have a better and more cordial representation at Saratoga this summer than ever before, and that all the best representatives of the new as well as of the old education will be heard from. If this year's meeting can be in quality what last year's meeting was in quantity, it will be, to say the least, no less memorable and serviceable. I have not yet seen its programs, but such are my hopes.

Johns Hopkins University. G. STANLEY HALL,

A RECENT book, issued from an educational publishing house at the "Hub," is thus described by *The University*:

"It does not, so far as we are able to perceive, offer anything positive. It contains no serious faults, and on the other hand its merits are neither many nor striking. It is one of that neutral sort of books, which most teachers read without learning anything fresh or novel, while those to whom it does offer new sug-

gestions will certainly not be harmed by them, and are quite likely to be profited."

We, no doubt, shall see this quoted as one of its many recommendations from the press. It will be urged upon teachers as an "exceedingly proper book, warranted to contain no 'new education' nothing at all but the most proper of the conventional proprieties of the best society of Boston; suggesting nothing at all shocking to the most sensitive educational nerves." Well, if teachers like such namby pamby food, all we can say is, *de gustibus non disputandum*, by all means let them have it, "they certainly will not be hurt by it." We like radical books, sharp books, books that take hold and pull. We have no sympathy with the old negro who used to pray, "O Lord, deliver us from upsettin' things." Upsettin' books are the ones that move something, that do something. Let us have anything, anything but eternal sameness.

A CORRESPONDENT of a prominent educational paper has been to Normal Park, and he sums up his conclusion of the whole matter by saying, "The New Education is as old as the creation; as old as when man was put in the Garden of Eden and charged 'to dress it, and to keep it,'—as when every beast of the field, and every fowl of the air was brought unto Adam to see what he would call them; as old as when the Great Teacher taught his humble followers by easy parables, illustrating his lessons by simple objects with which they were familiar." True; but because things new are also things old, it does not therefore follow that there is no good in them, on the other hand it rather exalts their dignity. The Norsemen discovered America, but Columbus discovered it again, and the Pilgrims discovered what neither Norsemen nor Columbus dreamed of.

Of course the new education is old, and in the mind and work of the Great Teacher was perfect from eternity, but it does not follow that to day both education and religion are not new as never before. The church stands, a thousand years the same, but its recognition and interpretation of the living principles of its divine founder were never so new as in the year of our Lord 1885.

Educational principles are newly recognized. We are just beginning to learn how to apply what Adam did when he studied without books in the college of Eden. It was a grand old school. We want more of the freshness, simplicity, and method of it. We have always believed in Adam's educational system, and true teachers, everywhere, are trying to turn out multitudes of false ways that have sprung up since his time. A school in Eden under the superintendency of Adam is our ideal of perfection. If we ever get approximately near to it the world will be restored to a condition of beauty and simplicity, hard to realize in these days of artificial systems and manufactured manners.

AN earnest and successful teacher in a neighboring city has sent us the following communication. The subject is one that has been much discussed in the past, and will bear much more discussion in the future. Our columns are open to suggestions on this important subject.

OF WHOM SHOULD THE STATE AND NATIONAL ASSOCIATIONS BE COMPOSED? It is now composed of the teachers in the immediate vicinity and a few from a distance accompanied by sisters and cousins who come to enjoy the excursion and the reduced railway-fares, also the active book-agents ready to manipulate ballots for their favorite candidates. How sad that the great State of New York with its 30,000 teachers can only muster three or four hundred to take a personal interest in their own welfare! Have these 30,000 teachers no just grievances to lay before a listening public? No miserable salaries? No insecure tenure of position? No complaints against their immediate task-masters, the trustees and partisan boards of education? It would seem by their apathy that the great body of teachers must be living in the lap of luxury and contentment, but we are all well aware of the contrary. What is the reason, then? It is because the Supts., Profs., Prins., and Ph. D's

monopolize the time in airing their theories, and this for their own aggrandizement rather than for any benefit to the profession. The hardworking untitled who came with their minds bent upon the solution of troublesome problems have not even a chance to state them. Our associations are a glaring exception to the American idea of representation. Were they representative bodies, we might then claim some attention from the public and from legislatures, but at present the titled gentlemen alluded to above, represent nobody but themselves, and therefore can not be expected to speak for the teachers of the state.

There should be a reform here. Each county, district, and city association should meet and select their best man to represent them at the state gathering. These delegates should report the topics discussed, and the suggestions and advice given by the wise and experienced to their respective associations, and by such means the grand object will be reached of assisting and building up the lonely but conscientious workers in the district schools. Let the common school teachers of the state speak out on this matter. A TEACHER.

MUCH that is wise, but much more that is foolish, has been written concerning text-books; but nearly all of much importance connected with the whole subject is comprised in three questions:

1. How can the making of good text-books be encouraged?

2. When made, what is the best plan of furnishing them to pupils?

3. How can we avoid paying more than what is right? Are we paying more than we ought?

1. The law of supply and demand may be relied upon to give what is needed. For example, if there is a demand for a new grammar, somebody is certain to write one, and somebody else to publish it. The object of a text-book is to supply a want; not to create one. School-book publishing houses are not reformatory or benevolent institutions, and never will be. It would neither be right nor a good business venture to organize a school-book publishing house for the object of doing good. A society started for the purpose of furnishing reformatory school-books would be a failure, from the fact that in the making of books, like the manufacture of other commodities, the public demand must be left to business enterprise and regulated by the law of demand. The making of good text-books can only be encouraged by making our schools good, for text-books follow schools; they never go before them. Text-books were first made after the schools were organized. It follows, therefore, that no business house is going to put money into a book in anticipation of a want not yet created. A text-book will never be better than the public sentiment that asks for it. The first question a publisher puts concerning a new book is whether there is a demand for it; and then, is the book likely to meet this demand? If these questions are answered in the affirmative he puts his money into it with some degree of confidence that he will see it again.

A good school-book can never be manufactured to order. It must come from the inspiration of school work. Only good teachers are good text-book makers. If we had space we could easily show this to be true from the history of successful books in our country during the past fifty years. The best school books in the hands of our pupils came from the brains and through the experience of our best teachers. A good book, like a good poem or oration, can never be made on demand. A legislature that would require one of its citizens to write a volume of poetry would make itself the laughing-stock of the world, but this would be no more absurd than an order requiring one of its teachers to make a text-book to be used in all the schools of a commonwealth.

The only way the making of good text-books can be encouraged is through the encouragement of learning and the prevalence of good teaching. Concerning the soundness of this doctrine, there can be no doubt. The other questions will be answered next week.

For the SCHOOL JOURNAL.

A SKETCH OF THE WORK IN THE QUINCY SCHOOLS FROM 1875 TO 1880.

BY FRANCIS W. PARKER.

I.

Whatever success the schools of Quincy have had is due, primarily, to a steadfast adherence to a wise plan of school management on the part of the School Committee. This plan was very simple and business-like. The superintendent was given the entire charge of the teaching and management of the schools. He selected the teachers, and his recommendation for dismissal was invariably approved by the committee. He made the courses of study, directed all examinations, except those of the committee, held teachers' meetings, criticised, advised, directed, with the full assurance of the unwavering support of his employers. The Committee demanded one thing—the steady improvement of the schools.

Once a year, in the spring, the Committee made a very careful examination of the schools, which they called "The Examination of the Superintendent." Their purpose was to ascertain definitely what their executive officer had been doing during the year. Their questions, doubts, and criticisms—and they were many—did not go to the public, but came directly to him. Sometimes I could defend myself successfully, and many times their doubts led me to doubt, and the doubt to changes, but I never changed in the slightest, unless thoroughly convinced in my own mind that I had been wrong. Had I done so, the Board would have followed the usual precedent, and I should have been the football of six resolute men, who would have very soon kicked me over the boundaries. That which degrades the profession of teaching and stands in the way of genuine progress more than anything else is the servile, abject attitude of superintendents, principals, and teachers, before school authorities. A sad spectacle! but not an uncommon one, it is to see Builders of the Republic, standing hat in hand, the body bent in hypocritical reverence, the soul enslaved by fear, asking, "What would you have us do?" School authorities, no doubt, take pleasure in seeing their employees cringe, but they despise the soul that cringes. "We know what the results of good teaching are, but how to teach well is entirely beyond the boundaries of our knowledge," said my committee, and added, "You must make our schools good or go."

Such a wise policy ought not to be rare, but it was and is. It is a sad fact that two-thirds of our superintendents do not dare to carry out whatever policy they may believe to be for the highest good of the schools. Many of them are mere clerks and broom buyers. Other superintendents, yielding to the pressure have no policy, but to watch which way the wind blows, and set their sails accordingly. "The fault, dear Brutus, is not in our stars, but in ourselves, that we are underlings."

I do not counsel obstinacy or pigheadedness, but a thorough, untiring search for truth, and a steady, courageous adherence to it when found. The blood of a few martyrs would be the seed of true educational freedom. If a few selfish politicians can punish this country to the brink of ruin, what could three hundred thousand teachers do, armed for the holy cause of educational progress!

The Quincy Committee, in giving a superintendent full authority in their schools, had by no means an easy time of it. On the other hand, they fought several hotly contested battles, and bravely withstood a protracted siege.

It would be hard to find in all New England a more conservative town than Quincy; added to this, a peculiar, old-fashioned adhesion to customs and traditions, that so strongly mark the older Massachusetts towns; a strong flavor of dead language pedantry; mix with these elements a dash of ignorant, trades-union, socialistic tyranny, and the combination is by no means favorable to reformation of any kind, much less educational reform. But these elements are weak compared with that of the old-fashioned pedagogue

whose cry is the echo of the silver-smith at Ephesus.

I would not have anyone infer that the Committee stood alone in the work of school reformation; there were very many of the citizens who supported them at every step. Among the foremost of these was the late lamented Dr. Dimmock, master of Adams' Academy. For weeks before the annual town meeting, the air was filled with criticisms of the schools and their school superintendents; the people were urged to vote against the appropriation for the latter. The question of this appropriation came up at an adjourned town meeting. To the meeting every member of the Committee came, armed to the teeth to repel all attacks and carry the appropriation.

I do not hesitate to introduce this famous School Board to all students of the so-called Quincy Methods. Two of the Board are well known, John Quincy Adams and Charles Francis Adams, Jr., the sons of Charles Francis Adams, grandsons of John Quincy Adams, and great-grandsons of John Adams. John Quincy strongly resembles the portrait of his great-grandfather, John Adams, while Charles Francis is almost a perfect representation in face and figure of the "Old man eloquent." Both men are great lovers of children. For years they had, as members of the school committee, studied the interests of the schools with hearts full of patriotism and profound philanthropy.

Their utter abhorrence of all shams and sentimentality often gives them the appearance of reserve and haughtiness. Though fond of power and influence, if either, by resorting to the commonest and most innocent political trick, could reach the highest office in the gift of the people, I am very sure the office would remain ungraced by an Adams. They are both Republicans in the highest sense of the word without a spark of undemocratic aristocracy.

I must not forget to mention another prominent member of the School Board. James H. Slade was a Boston school boy, a member of the Brimmer school under Joshua Bates, and the English High School under Sherwin. He belonged to that memorable corps that defended Wendell Phillips when attacked by a mob. Somehow, Mr. Slade had become thoroughly convinced that there were radical defects in the public schools; he has a remarkable power of understanding educational principles; a blunder in the right direction was worth infinitely more to him than the smoothest running in the wrong direction, therefore, he exercised wonderful patience in watching the slow and imperfect results of old truths newly applied. "It looks like nonsense," said John Q. Adams of some change in teaching, "but we will wait and see its outcome." Mr. Slade saw the outcome from the beginning.

Edwin W. Marsh was a very influential member of the Quincy School Board. He is one of the finest types of an "old colonist." His education was obtained at the Ciphering School in the old "Training Field." Arithmetic to him was the R of R's, and the old ungraded school methods the very best methods in the world. He had a good fund of sterling common sense, and a true, honest heart that helped on the reform at its weakest points. To these four men is the credit mainly due for supporting the so-called "New Departure" at Quincy.

VIOLENCE CAN NEVER STOP VIOLENCE. PASSION OPPOSED TO PASSION QUADRUPLES THE AMOUNT. It is bad enough for one to be angry. It is four times as bad for two. A physician would never apply a blister to an open sore, but he would be as wise as the teacher who uses hot words towards an angry pupil. Commands are of no use to one in a passion. Let an angry pupil alone. Any attempt to put out the fire would be like pouring hot oil on burning coals. To know what not to do when angry, or in the presence of an angry person, requires wisdom. Hasty words thrown back for hasty words only make more anger. Jean Paul Richter says in reference to rage: "Let every power of love, of patience, of peacefulness, be cherished and manifested against that consuming fire. Commands effect nothing; but examples of gentleness, whether given or related in tone and action, do all."

FOR THE SCHOOL JOURNAL.

LANGUAGE TEACHING IN RURAL SCHOOLS.

THERE IS NO SPECIAL METHOD FOR UNGRADED SCHOOLS AND A DIFFERENT ONE FOR GRADED SCHOOLS, AS MANY TEACHERS IMAGINE, but in rural schools where the teaching has been poor and the school term short; where pupils twelve and fourteen years old can neither talk fluently nor write grammatically; where no books but the readers, the geographies, the arithmetics, and the spellers are accessible to pupils; under such circumstances the method of teaching language must be somewhat different from what it might be if the circumstances were otherwise. We wish to indicate what, in such a case, which is typical of thousands of schools, the teacher, without any special training for his work, as is often the case with teachers in such schools, can do.

IT IS NOT NECESSARY TO TEACH TECHNICAL GRAMMAR, PARSING AND ANALYSIS. What the children need is training in the actual use of language. They need not even know the names of the parts of speech. Plato and Aristotle could not parse or analyze the classic Greek they wrote. A horse learns to walk, trot, gallop, canter and pace, without knowing these terms, or being able to define the acts. A dog can bark and a cat mew, without being able to define barking and mewling, and the baby learns to cry long before he finds out that there is such a thing as Webster's dictionary. This is not saying that grammar is not helpful, or even necessary, at the proper time, but just now, in the school we have described, it would be a wicked waste of time.

BE CAREFUL TO HAVE PUPILS DO THE TALKING IN CLASS INSTEAD OF YOURSELF, AND CORRECT THEIR ERRORS AS THEY OCCUR, ALWAYS REQUIRING THEM TO REPEAT THE CORRECTED FORM. Such repetition is not necessary nor even desirable, where wrong habits are not strong and confirmed. In your primary number work, have the children handle the objects, describe what they are doing and make their own problems. Do not direct them by telling them what to do, but skilfully lead them by questions to do and see what you wish them to do and see. In this way they will become free in expression because there is always a thought in the mind that stimulates expression. Concrete number work can thus be made incidentally an excellent means of language training.

Let the children make representations of things with blocks, sticks and whatever objects you may have, and then get them to tell you what they have made. They need not know that it is a language lesson. It is better if they do not, for then they will centre their thought and interest on what they are saying, and this will make expression free.

IF A CHILD HAS FORMED A GREAT MANY WRONG HABITS OF SPEECH, DO NOT CORRECT THEM ALL AT ONCE, BUT TAKE THEM ONE OR TWO AT A TIME, AND HELP HIM TO OVERCOME THEM. Some children would become utterly disheartened if you should find three or four mistakes in almost every sentence they utter. With timid children this caution has double force. If a child has formed the habit of mispronouncing a word, or using a wrong idiom, it is a great help to him if you can find occasion to use the word or idiom frequently in your own language in his hearing. His ear will thus be trained to the correct form, and this will guide his vocal organs.

DO NOT HAVE THE CHILD MAKE SENTENCES FOR THE SAKE OF MAKING SENTENCES. Work of this kind is sometimes recommended in books on language lessons, but it is not in the line of good work. It is exercises of this kind that, as much as any thing else, create a dislike in the child for language work. The boy likes to exercise his arm by playing base-ball, but when he is to stand in the corner and go through a calisthenic

exercise for the sake of developing muscle, he loses interest in it. A child naturally does not speak unless it has a thought to express. Talking for the sake of talking is a characteristic of riper years.

DO NOT GIVE THE CHILD SENTENCES WITH WORDS OMITTED AND REQUIRE HIM TO SUPPLY THE OMITTED WORDS. Such work often degenerates into a mere guessing of possibilities. The real objection to it is, however, that there is no real stimulus to expression there. All the attention is centered on the sentence or form of expression. Neither pupil nor teacher cares for the thought as such, but only in so far as it is a means of finding the "missing link." Such work is about on a par with sorting potatoes, and in itself about as fascinating.

THE BEST MEANS OF SECURING CORRECTNESS AND FREEDOM IN EXPRESSION IS TO FILL THE MIND WITH THINGS TO EXPRESS. In all good language work the thought must stimulate expression. A child is always anxious to express a thought that interests and fills his mind. But just as soon as you try to get him to make sentences for the sake of the sentences, when he has nothing in his mind that he cares to express, he loses interest in the work. Besides this, the very best way of making knowledge definite and clear in his mind is to make him try to express it. Expression is a valuable means of thought development, and as such it should be used.

GET A FEW BOOKS, LIKE BULFINCH'S "AGE OF FABLE," GRIM'S "FAIRY TALES," "THE BOY TRAVELLERS' SERIES," "STORIES FROM SHAKESPEARE," BY CHARLES AND MARY LAMB, READ THEM CAREFULLY AND TELL TO YOUR PUPILS IN A CLEAR AND ATTRACTIVE MANNER SUCH PARTS AS SUIT YOUR PURPOSE AND REQUIRE THE PUPILS TO REPRODUCE THEM FIRST ORALLY AND AFTERWARDS IN WRITING. In this way you will gain valuable information yourself and will give the children indirectly a love for literature and natural history. It is not necessary that all of these books be bought at once. One of them will probably furnish you with material for a term of five months. It is well even to read a story to the children occasionally if it is written in simple language, but as a rule they will prefer to hear you tell it.

If a story is long, divide it, and make several lessons of it. No exercise of this kind should be so long as to tax the child's memory to reproduce it. After a story has been reproduced in parts in this way, one exercise should be made of the whole of it connected, and stories that are interwoven with classic literature, like the stories from Shakespeare, should be reviewed occasionally, so that the child may permanently remember them.

Before you tell the story write the strange names and other unfamiliar words on the blackboard, and make the children acquainted with their forms and pronunciation, or else it will be difficult for them to follow you in the story as you tell it. This is all the more necessary when you expect it to be reproduced in writing.

Do not be discouraged if they at first reproduce but a very little of it. For very little children three or four sentences, if they can construct them properly, are quite enough to begin with.

For the more advanced classes, say, pupils reading in the third reader and upwards, it is well to put a brief plan of the story on the board, and then in telling it follow this outline, which you leave on the board to guide them in reproducing it. In this way you train them to reproduce in proper logical order. This must not be introduced too soon, and after it has been practiced for a while, pupils should be required themselves to prepare an outline of the story after it has been told, which is to be presented to the teacher for suggestions and criticisms before the story is reproduced. The scheme should be such that

every point in it, when developed, makes a paragraph in a written composition. This will be found an easy and simple way of training the pupils into a proper use of paragraphs,—a matter that can never be acquired by the learning of rules, but only by actual practice.

FOR THE SCHOOL JOURNAL.

MOULDING IN SAND.

BY SUPT. H. F. HARRINGTON, New Bedford, Mass.

I have been asked to express my opinion of the character and value of the methods of public school work as practiced in the schools of New Haven, and recently illustrated in the JOURNAL. Having command of a little leisure, and an inclination to say something upon one or two of the topics that have been thus presented, I will say it. The topics I allude to are those headed "Moulding in Sand," and "Lines of Latitude and Longitude."

It is a sufficient endorsement of the work in question, as to its general character, to say that it hails from New Haven. It must be excellent, for the schools of that city are under the superintendence of a gentleman who is as enterprising as he is cultured and intelligent, and are taught by those who have the ability to appreciate his suggestions and respond to his enthusiasm.

But what I wish to say goes back of anything that is peculiar to New Haven—back of methods of work—to the subject matter with which the work concerns itself. For instance, in reference to

MOULDING IN SAND, WHICH IS NOW THOUGHT TO BE AN ESSENTIAL OF INSTRUCTION IN GEOGRAPHY, I DO NOT THINK IS OF ANY VALUE. I feel sure, on the contrary,

that it is a decidedly objectionable form of object teaching. I am aware that it has the support of great names and is in systematic use, abroad as well at home. I cannot help that. I am accustomed to think for myself and govern my activities by my own convictions, which are formed, I trust, after careful consideration. And now let no one who has no knowledge of me spring hastily to the conclusion that because I oppose what has secured an almost universal consensus of approval I am a dogged, old-school conservative, upon whom the suggestion of something out of the well-worn tracks of routine, among the appliances for education, operates like the shaking of a red cloth in the arena in the eyes of an angry bull. My reputation—what little I have—gives me the credit, I feel sure, of believing enthusiastically in object teaching and furthering it by every means in my power. There is a golden proverb in the canonical "Book of Proverbs" which touches the point exactly: "Better the sight of the eyes," it says, "than the wandering of the desires." Enlarged for the sake of express adaptation, yet preserved in close fidelity to its general significance it reads:

BETTER THE SIGHT OF THE EYES THAN THE WANDERING OF THE DESIRES IN SEARCH OF ACCURATE CONCEPTIONS WHICH CAN BE ACQUIRED ONLY THROUGH THE MEDIUM OF SIGHT. I believe in that proposition thoroughly, and therefore detest reliance on vague word pictures when we can just as well, with a little outlay of money, effort, or ingenuity, have "the sight of the eyes."

When contrivances for object teaching come to my notice, I am careful to satisfy myself, before I adopt or endorse them, not only that they are free from positive objection, but that they will prove satisfactory aids to youthful progress. For many of these contrivances are simply "bait to catch gudgeons"—useless devices to take advantage of the prevailing interest in object teaching; while others, which seem at first view well adapted to serve a good purpose, are really unnecessary, and prove mere intruders when introduced to the school-room.

Of this latter description I believe the moulding process to be. I object to it for several reasons.

IT IS WHOLLY SUPERFLUOUS—AT LEAST IN THIS REGION. THERE IS NO DEFECT IN THE POWER OF THE PUPILS IN OUR SCHOOLS TO APPRECIATE CLEARLY OBSTRUCTIVE CONFORMATIONS OF LAND AND WATER, and to apply correctly their several appellations, prior to its introduction, which made an appeal for something of the kind. On the contrary, these initial points in geography always seemed to be understood and mastered with peculiar ease. I think I can safely make this statement, for in all my forty years' experience in the oversight of schools, I have never heard a complaint that pupils, when put to studying geography at a proper age, had the slightest difficulty in this regard. This is easily accounted for. It is owing to the fact that the great mass of the children when they begin the study are familiar, to some extent, with the facts as they exist in nature herself—that first and best store-house of materials for object teaching; and they intelligently refer the descriptions and definitions of the text-book or of the teacher, to the realities as they are already cradled in their knowledge. On the seaboard they have had the ocean in sight, with all the incidents of its configuration; and landward, there have been hills, valleys, water courses to supply copious media for illustration. In the country, lakes or ponds have furnished substitutes for the ocean and its accessories, and the landscape is usually made up, in generous variety, of the various features which the text-book defines. Should any of those features have been wanting on land or water, there has always been enough of the actual to furnish suggestions to the imagination.

ALL GOOD TEACHERS HAVE PRIZED THIS READINESS OF NATURE TO SUPPLEMENT THE STATEMENTS OF THE TEXT-BOOKS, and drawn freely and lovingly from her store-houses. I wish that every one were thus "good." Where is the teacher, who is worth his salt, who does not prefer to appeal to living nature, in aid of his instructions, whenever he has fair opportunity, rather than to depend on some petty deadwood imitation, which he keeps in a corner of his school-room.

Whenever, then, the moulding board is unnecessary, because nature is at hand, it should be instantly laid aside. Its use should not be persevered in for any reasons, least of all because it affords a pretty performance, by which some of the pupils can make a display of interesting aptitudes. There is no time for anything of the sort. There is no time for attention to any facts or to any illustrations of facts which do not enter into the very staple of essential knowledge. The paramount thing to strive after all through the grades of our primary schools and well up among those of our grammar schools—above where geography begins to be taught—is to furnish our youth with well-stocked vocabularies of pure and effective English, and with the power to give it correct and easy expression through the voice and through the pen.

This is necessary, primarily, in order to prepare them for an intelligent encounter with the advanced studies which are awaiting them in the future, and of which the phraseology will be equally advanced, and, in a more general view, to be steadily planting the foundation of that familiar intercourse with language—our own priceless home language—which is a noble education in itself alone.

The various exercises through which this grand attainment is to be effected, such as much reading for the sake of reading, well-ordered conversations between teacher and pupils, compositions in the various forms of dictation, picture-reading, letter-writing, memory transcripts, and otherwise, may well be allowed to engross all the time not needed by other essential pursuits; and I am always pained when I see valuable time frittered away on practices which may be interesting, but really teach little or nothing.

IT IS LUDICROUSLY INADEQUATE TO ACCOMPLISH THE PURPOSE FOR WHICH IT HAS BEEN INSTITUTED. How is it that so many sensible people have been beguiled into thinking it a valuable medium of intelligence?

It is because having already a knowledge of the features of nature, obtained from herself, their imagination idealizes the piddling make-believes of the moulding board into puny resemblances of the realities. But let it be borne in mind that these pigmy illustrations are professedly for the benefit of those who have had no previous intercourse with the facts as they exist in nature. The specific purpose is to impart conceptions which cannot well be acquired in any other way. Very well; and now, dear reader, let us put this matter to the test.

Let us empty ourselves of our knowledge of the actual, placing ourselves in the condition of the unfortunates who are dependent on the kind offices of the moulding board. So then, here we are in our ignorance, looking at it, ready to obtain from it accurate conceptions of the various conformations of the great material world. Think of it! Accurate, or even approximate, conceptions to be evolved from those Lilliputian sand heaps and ridges, and those bits of white thread lying between.

Actual conceptions of real mountains, valleys, capes, islands, water-courses, from such illustrations! And conceptions, moreover, of the illimitable mysterious ocean from a few inches of space on the board, on which is nothing at all! I will not pursue this train of remark. The absurdity of the whole thing makes one smile.

IF THE PUPIL HAS KNOWLEDGE OF THE FACTS IN NATURE, HE DOES NOT NEED THE MOULDING BOARD; IF HE HAS NO KNOWLEDGE OF NATURE, THE BOARD CANNOT AID HIM. A good picture of natural scenery is a far better instrumentality. For it is, to the eye, a reproduction of the actual. It has, to one of our senses, positive similarity. And its details have, what is so essential to true conceptions, and what the sand-work of the moulding board utterly lacks—*proportion*. The persons, animals, houses, trees on the land, and the vessels on the water, by their relative size, lend to the several features of the landscape and seascape the space and magnitude which belong to them.

Especially is this the case with photographs which reproduce nature so accurately. The Adams Solar Camera, invented for the use of grammar schools, which enlarges photographic views of natural scenery, so that the observer seems to be actually surveying the reality, ought to drive such an impotent pretence as the moulding board into the waste bin forever.

Throughout the exercise on the board recorded in the JOURNAL, forming its chief incident, the knowledge of the truth in nature which the pupils already possessed was openly drawn upon for directing how the make-believes of the moulding board should be fashioned. Again and again we find the teacher appealing to her class to testify whether what has been wrought in the sand looks like the reality; and at once the question arises in the mind, "These children being evidently familiar with the reality, what is the use of the moulding board? What purpose is it intended to accomplish? Is it not a worthless intruder under such circumstances? Is not actual knowledge better in any event than the best of imitations?"

Ah! I fear that the *craze* which has accompanied the introduction of the moulding board into the schools of this country, because it was ushered into notice by some influential authority among educators, has led many a teacher to adopt it and waste time upon it, whose pupils have already been taking lessons of nature, or might be, were they sent to her, instead of to an insignificant heap of sand.

THE MOULDING BOARD CAN BE USED AT A MORE ADVANCED STAGE OF INSTRUCTION, IN SHAPING THE COAST LINES OF COUNTRIES OR CONTINENTS. IT IS A VERY PRETTY PERFORMANCE WHEN EXECUTED BY THOSE WHO HAVE CONSTRUCTIVE INGENUITY AND A KEEN SENSE OF FORM. But the actual, at best, can be only rudely presented, the performance occupies a good deal of time, and since the imagination does the most of the work, the good old method of map-drawing with the crayon and blackboard is greatly to be preferred.

And now if I have not disgusted you with so long an essay, I will say something about "Latitude and Longitude" hereafter.

THE SCHOOL-ROOM.

For the SCHOOL JOURNAL.

GEOGRAPHY, AND HOW TO TEACH IT.

By JAMES JOHNNOT.

IT REQUIRES BUT LITTLE THOUGHT TO SHOW THE ABSURDITY OF THE OLD METHOD OF TEACHING GEOGRAPHY.

Pupils of a tender age were required to commit to memory and repeat in class all the abstract definitions of mathematical and physical geography—a process of verbal cram—for no thought was awakened in the mind, the subject not being properly presented for the stage of the pupil's development.

The tears and utter weariness of pupils, and the chidings of teachers over lessons unlearned, all attest that knowledge of this kind, like Jordan, "is a hard road to travel."

Then, when the pupil had emerged from this land of nothingness, he was introduced to topics entirely foreign to his experience, and by a method entirely strange to his thought. The topics were the earth as a whole, its divisions and sub-divisions; and the method was analysis.

It finally began to dawn upon thoughtful teachers, however, that the results of geographical study were not commensurate with the force expended, and experiments were made in methods, that have proved of great value. This practical work was helped forward by the general advance made in educational principles.

From this combination of intelligent theory and practice, a system of teaching geography has grown up in our best schools that has not only superseded the old method, but has rescued an important field of education from the domain of *cram*, *verbiage*, and *imbecility*.

UNDER THIS NEWER SYSTEM THE PUPIL IS TAUGHT TO OPEN HIS EYES AND SEE THE THINGS THAT ARE AROUND HIM.

From mere observation he gradually acquires the habit of seeing relations; reason dawns, and facts are brought into definite order.

The place of the school-house, the direction of sunrise, the distance from home to school, the flow of the brook, the slope of the hills, the growth of plant and tree, and the structure and motions of animals, all become familiar to him, because he is taught to open his eyes and observe things not contained in books. His school-life is thus connected with all that is most vital in his every-day life—his work, his play, and his home experience.

With the foundation thus laid upon personal observation and investigation, the study goes on by means of books. And here books become not only valuable but *indispensable*. They supply the knowledge that lies beyond the range of experience. If they are worth the paper they are printed on, however, the knowledge that they impart will be in the direction pointed out by experience.

From his little personal center of home, where he is anchored to the real, the genuine, the true, he is led out into the world by easy steps and in ever-widening circles, until his vision takes in the world.

THE STEPS IN CORRECT GEOGRAPHICAL STUDY ARE EXACTLY COMMENSURATE WITH THE GROWTH OF HIS MIND.

In tender years he sees, and, while his observing powers are most active at this age, the process of seeing accurately arouses these powers to greater activity. As mental action increases, and the perceptive age gradually merges into the reflective, the topics presented have been those demanded for each step of progress, and at the same time have afforded the best possible preparation for the next.

Our thoughtful teachers have learned that teaching means something; that a system should bear fruit; that a period of hard study should leave its increment of mental growth; and they have become impatient of the old methods, that began with abstractions, went on by meaningless words, and ended in emptiness. May the day speedily come when the newer and better method shall be universally acknowledged and applied!

VERY DRY AND UNINTERESTING WERE THE OLD LESSONS IN GEOGRAPHY.

We did not know that the subject had any relation or reference to ourselves, or to anything already familiar. Dry definitions, which were Greek to us, and which to our minds had no meaning, had to be committed to memory, and we were often led to think that we were compelled to take up the study of geography more as a punishment for being scholars than for the purpose of gaining knowledge therefrom. Thousands of isolated facts, dry and meaningless to us, had to be committed to memory. Many a man remembers with positive dread his early experiences with the study of geography.

THE LOT OF THE CHILD OF TO-DAY IS QUITE DIFFERENT.

His very text book is a storehouse of knowledge to him—not dry or meaningless. The pupil commences with what is already known and familiar—direction and distance—learning by actual practice. He learns to locate the school room, grounds, town, or district, county, state, etc., etc. He is then prepared to learn natural divisions, i. e., the difference between a valley and a mountain, a river and a creek, etc. Climate—hot and cold, wet and dry, and its reference to physical man and his health. Vegetation—what it means, how plants grow. Animal life. Minerals. Occupations—how and in what respect one man's trade differs from that of another. Government—who governs: at home, in the school, in the district, in the county, state, etc. Religions—comparisons of civilized with uncivilized life. These features, properly presented, are at once pleasing and instructive to the pupil, and are specially adapted to make the study clear, practical, and attractive.

For the SCHOOL JOURNAL.

SELECTIONS FOR WRITTEN REPRODUCTION.

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EDWARD R. SHAW.

THE PERSEVERANCE OF THE ANT.

An ant one day saw on the road the leg of a gold-beetle. She wished to drag it to the ant-hill, which was a difficult task, as she was alone, all the others being occupied at other business. The distance was not very great; it is true; it was only half a yard that she had to go; but the road was rough, difficult, covered with stones and little lumps of earth. To tell you all the troubles this little ant encountered would be impossible. The smallest projection was to her a mountain. Sometimes she went round the stones in her way, at other times she was forced to creep over them. Nevertheless, she arrived almost at the top of one of the little hillocks, when her prey slipped from her, and rolled down again; and the poor ant, vexed, but not discouraged, was obliged to go after it. Then, like a hound, she went here and there, seeming to sniff the air and feel the earth. After a little time she regained her prize. Just think of the patience and courage of this little insect. It was not until after two hours' work, and over many obstacles, that she arrived at the ant-hill, which was in the grass near the road. There our ant found help; many of her companions ran to her aid, and in a short time, in spite of the net-work of woods, the leg of the gold-beetle arrived entire at the ant hill.

—ERNEST MENAULT.

TABLE TALK.

In conversation with a High School Principal in a neighboring city, he asked us the following question:

How many cubic feet in a set-ton of Lehigh egg coal? Will some of our astute mathematical readers investigate this problem and report their conclusions. It seems a simple question, but there is a great difference in the answers given.

A friend from the South sends the following description of the situation in his vicinity:

"We of the South have great need of good helps in the matter; most of us are farmers, trying to educate our children by sending them to school a few months in each year; have had two very bad crop years in succession, which has been a drawback on our purses. We have not been able to buy the books we should have bought; holding on to the old ones too much."

In the country, and in most villages, the teacher is the acknowledged leader in everything pertaining to education and society. If there is to be a party for pleasure, the teacher is naturally the first to be consulted. His leisure time is suited. When the guests have convened, he is expected to suggest games and other amusements. In church he is supposed to be the chief adviser and assistant. He leads prayer-meeting sometimes, helps manage special occasions such as anniversaries, etc., teaches a class in Sunday-school, conducts reviews, makes occasional addresses. In fact, just in the positions where he can accomplish most good, he is most likely to be placed. The people less experienced than he, suppose him to be omniscient and omnipotent. He who can longest maintain this impression can do most good. Loss of confidence is loss of usefulness. The teacher who makes only a show of these qualities, without having real worth for a solid foundation, will soon be set aside as a humbug.

Lack of confidence is contagious. The school, like a true index which the skillful teacher reads as he runs, and supplies needed remedy in time, shows what his patrons think of him. Happy he who can restore lost confidence, but thrice happy he in whom confidence never wavers. The teacher should, by persistent zeal, study, thought, observation, high association—every means possible—make himself so thoroughly a MAN that he may always hold the confidence and love of all. Effort—continual, earnest, well-directed—is the key to success.

W. T. NOSS.

EDINBURG, VA.

The teacher who has not commenced to make a scrap-book should begin at once. An old geography will do at first. There are plenty of them at hand. Cut out the alternate leaves. If you are ambitious to do more than a single book, as large as a geography implies, find two or three agricultural reports. Having the book, the next step is a plan. A teacher who has made such a book reports that he divides his book into the following parts:

(1) *Choice poetry.* This may be divided into (a) pieces for the pupils to recite; (b) pieces to analyze and read in class; and (c) your own favorite poems. (2) *Choice stories.* This will grow to be a ponderous volume if you do not use much care in selection. Put in this the stories that are specially valuable for their bearing upon such habits as the teacher has most frequent occasion to deal with. (3) *Gems of thought.* This will subdivide into short ones suitable for the children to memorize, and longer ones which you may wish to save for your own pleasure or from which to draw material for tasks with your pupils. Some of these may be used to advantage in the reading class. (4) *Supplementary geography matter.* This will include selections from books of travel, and descriptions of customs and manners of people, as an accompaniment to the geography lessons; also, any interesting geographical facts found outside of text-books. (5) *Supplementary historical matter.* Interesting incidents of history are often found floating about which will help to clothe with flesh the dry-bone matter in too many of the school histories. (6) *Supplementary biographical matter.* Arrange a calendar for the year chronicling the birthdays of noted persons; under each name have a space to fill up with anecdotes and incidents as they are found. (7) *Natural history.* Curious facts relating to the formation and habits of birds, insects, animals, reptiles, and fishes.

After a few years the mass of material will be of great value. No book in the library will be cherished so carefully.

LETTERS.

(1) Why were the months named January, February, March etc.? September is the ninth month, October the tenth, etc.; why was not September made the seventh month, as the cardinal Septem means seven, Octo eight, etc.? (2) Will you please give me instruction in brief on the origin and growth of the English language?

J. C. H.

[(1) January was named by the Romans after the god of peace, Janus; February from *februus*, to purify by sacrifice, the month of purification; March, after Mars, the god of war; April, from *aprire*, to open, when the earth opens for new crops; May, in honor of the goddess Maia, mother of Mercury—the Greek word, *maia*, meaning mother; others say from the Sanscrit *mah*, to grow, hence the abooting or growing month; June, sacred to Juno, the wife of Jupiter; July, from Julius, the surname of Cæsar, born in this month; the name was given by Mark Antony; August, changed from *Sextilis*, its old name, the sixth, in honor of the Emperor O. Augustus Cæsar, on account of his victories and because his first consulate began this month; this was Cæsar's "lucky month"; September, the seventh month of the Roman year, which, like the Jewish year, began in March; October, the eighth; November, the ninth; December, the tenth. The time at which the year began varied among different nations. The Romans were the first to adopt January 1. In France the 1st of Jan. was not adopted until 1564. The beheading of King Charles I. occurred Jan. 30, according to the English, in 1648, because the year was held to begin March 25, but according to the Scots, in 1649, because they held that the year began Jan. 1. It is necessary, therefore, in considering dates to keep in view not only the style which was used, but the day on which the year was accounted to commence. (2) The answer to this question involves the whole of the early history of Great Britain. The language is composite and bears traces of all the conquering peoples who occupied the island. The Romans conquered the Britons and kept them subject over 400 years; when they were compelled to retire to defend Italy, the Britons called in the Angles and Saxons to protect them from the Scots and Picts. The Saxon kingdoms were founded; a Danish and subsequently a French invasion succeeded. Until now the Saxon language predominated, but from this period, 1066, A.D., a bitter conflict took place, resulting in a mixed language, neither pure Saxon nor pure Norman-French; this is our English. The year 1200, A.D., may be taken as the dividing line.—S.]

(1) Why does a plant need leaves? (2) What are lower case letters? (3) What is the weight of a locomotive? (4) Who was Zeuxis, and how is the name pronounced? (5) A has five loaves of bread, and B has 3; C pays them 24 cents for his dinner, and the three eat equal quantities and have none left. How many cents do A and B receive, respectively? (6) Name five prominent American educators.

(1) To expose the sap to air and light on their extensive surfaces and thus to digest the food taken up by the roots, i. e., change it from mineral matter (earth, air, water) to vegetable. (2) The small letters, more used than capitals, hence printers have this case of type next themselves, lower than the almost upright case of capitals. (3) An ordinary locomotive weighs from fifty to sixty tons. The average weight used to be thirty-five tons. (4) A celebrated painter who flourished in Greece in the latter part of the fifth century, B.C. It is pronounced, *Zeuxis*. (5) Each eats 24 loaves; C pays 24 cents for his 9 cts. a loaf; as there is no partnership it simply amounts to B's selling 1 of a loaf for 3 cts., and A's selling 24 loaves for 31 cts. (6) McCosh, Porter, Parker, Elliot, Hopkins.—S.]

How can a telegram be received in New York the day before it is sent from Paris? [It is now 9 o'clock P. M., May 25, in New York City; in Paris it is between 2 and 3 o'clock A. M., Tuesday, May 26, owing to the sun's apparent passage around the earth once in 24 hours. Consequently a dispatch sent from Paris at 4 o'clock A. M., May 26, might reach New York May 25, in time to be put in type before the 26th.—S.]

(1) How is Barrios pronounced? also (2) De Giers? and (3) Purcell (a Catholic bishop in Ohio)? J. E. A.

[Mrs. Harriet Webb says that, according to the rules of their respective languages, (1) should be *Bār'riós*, and (2) *Dā Zhyár*. (3) Purcell's name is accented on the last syllable—*Pur-cell*.—B.]

ERRATA.—The height of the Black Dome given in letters week before last, should have been 6,760 ft. instead of 6,270. Mr. S. sent the correction in time, but it failed to get in.—Ede.

ANSWERS.

(As fact as reliable answers are received they will be printed.)

25. Close is an adverb modifying the whole phrase, "beside my path." W. F. S.

26. A complex sentence of a peculiar kind, the principal clause being the whole sentence, and the subordinate clause, "he was ambitious" being the object complement of the principal verb.—W. F. S.

27. $\frac{84}{100} = 106\frac{2}{3}\%$, selling price or amount, divided by one plus the rate (112%) = cost, 93.75d. or base. If sold for 10s. and 6d., or 126d., the gain would be 32.25d. $\frac{32.25}{93.75} = 34\frac{2}{3}\%$, percentage divided by 93.75d. base, gives 34+ rate of gain, $\frac{32.25}{93.75} = 34\frac{2}{3}\%$ rate of gain, $\frac{32.25}{93.75} = 34\frac{2}{3}\%$ rate of gain.

PERSONAL.

Prior. CHARLES C. SHOWALTER is conducting a Teachers' Normal at West Union, W. Va.

Prof. AGASSIZ's gifts to Harvard during the last thirteen years, amount to more than \$500,000.

Prof. SYLVESTER, of Oxford, is declared by Englishmen of science, to be the greatest living mathematician.

SENATOR ANTHONY bequeathed to Brown University his library of poetry, amounting to 8,000 volumes; also, \$12,000.

VICE-PRESIDENT HENDRICKS is to deliver the annual address before the Yale Alumni and graduating class of 1885.

A re-union of former pupils of the High School in Utica, was held at the house and grounds of Dr. BACON, the Principal, on the afternoon and evening of June 4.

MR. A. B. GUILFORD, lately Principal at Weehawken, Union Hill, has been elected Principal of School No. 7, Jersey City. Mr. Guilford is a thorough teacher, fully acquainted with the best methods of teaching.

The funeral of David L. Holden, President of the Board of Education, Jersey City, took place last week at his home in Clifton Place. George F. Perkins, of Perkins & Goodwin, paper manufacturers, was appointed by Mayor Collins to succeed Mr. Holden.

LEWIS H. JONES has been unanimously re-elected Supt. of the Indianapolis schools for the coming year. His work has been successful, and satisfactory to the Board, the teachers, and the public.

MR. E. C. RYE, for fifteen years librarian of the Royal Geographical Society, died Feb. 7, at about 53 years of age. He was distinguished in science as a student of "Coleoptera" and author of books on "British Beetles"; he was also for eleven years editor of the "Zoological Record."

PROF. W. W. PARSONS, of the State Normal School, was awarded the prize, a set of Johnson's Cyclopaedia, for the best written essay on "The Value of Cyclopaedias in the School Room, and the Best Manner of Using Them." The decision of the judges was unanimous.

DR. E. K. HIGBEE, State Superintendent of Public Instruction, has been re-appointed by Governor Pattison. The Penn. Teacher says: "Dr. Higbee has taken a wise and comprehensive view of our educational affairs, and his influence and efforts have done much to give vigor and purpose to the work of the schools. Many advantages will be secured by his retention at the head of the Department of Common Schools."

PROF. CHARLES L. REASON, Principal of Colored G. S. No. 60, West 40th Street, one of the Electors upon the last Presidential Republican ticket, is a colored man and ex-Professor of Mathematics from a Western College. The friend of Gerritt Smith and Wendell Phillips, an intimate companion of Frederick Douglass and the late Henry Highland Garnet, he is perhaps the finest representative of his race living in this city.

MISS SARAH F. BUCKELEW, Principal Primary Department, G. S. 49, is thought by many to have a model primary school. Her work is original and brilliant. Her school is visited by teachers from all parts of the country every week. Miss Buckelew is a graduate of the Albany State Normal School, the author of a popular system of Drawing, and one of the very best Physiologists recently published.

MR. EDGAR O. SILVER, for several years connected with the Educational Department of D. Appleton & Co., recently resigned, in order to take the general management of the Normal Music Books published by John W. Taft and H. E. Holt. Mr. Silver is a thorough scholar, a graduate of Brown University, an energetic business manager, and will, no doubt, make a complete success of the work in which he is now engaged. Messrs. Appleton parted with him with reluctance.

EDUCATIONAL NOTES.

ALABAMA.—The Lee Co. Teachers' Convention meets at Auburn, July 1.

CONN.—At the meeting of the Council of Education at New Haven, the 13 inst., Supt. S. T. Dutton will open the discussion of the question, "What Kind of School Supervision is Practicable in this State?"

The graduating exercises of the New Haven Training School occur the 12 inst., in the forenoon.

ILLINOIS.—The commencement exercises of the Cook Co. Normal will take place on June 18. Contrary to what Col. Parker likes, but which has not been forbidden, the young ladies of the class are making arrangements to graduate in costly dresses and white kids.

The annual tree-planting exercises took place on Saturday, May 23, and were, as usual, very interesting.

Col. Parker has many applications for teachers to places of high position, at good salaries, but has few whom he can recommend.

The Rock Island Co. Teachers' Institute for 1885 will be held at Rock Island, July 6-18. Instruction will be given in the common-school branches, and also in the "Theory and Practice of Teaching," and, if thought advisable after organization, in Natural Sciences. J. H. Southwall, Co. Supt.

IOWA.—The meeting of the Teachers' and Superintendents' Association at Okoboji, this year, promises to be one of unusual interest and importance. A larger number than usual of prominent educators from all parts of the State will be present. The program will soon be out.

The Teachers' Association of Muscatine and Louisa Counties met at Muscatine, May 16, 1885. The following were among the subjects discussed: "The Teacher as a Citizen"; "Why Study Grammar?"; "School Discipline"; "To What Extent Should Institutes be Devoted to Professional Training?"; "Writing in Primary Grades"; "Ichabod How"; "Col. Do"; "Arithmetic in Grammar Grades"; "How to Prevent Tardiness"; "Relation of Home and School"; "Methods in Arithmetic."

The superintendents and teachers are wide awake and doing good work.

INDIANA.—The per-cent of the children enrolled is 64; the highest per-cent by any one county is 88, and that is reached only by Kosciusko and La Grange; the lowest is 59, by Brown Co. The number of teachers employed

in the State is 10,300, of whom 6,491 are females. Ten students graduated from the La Grange Co. Common Schools this year, and forty from Tippecanoe Co.

E. O. MACHAN.

MASS.—The New England Association of School Superintendents was held in Boston, May 29; Pres. L. H. Marvel, of Lewiston, Maine, in the chair. Supt. A. P. Marble, of Worcester, read a strong argument upon "Industrial Education." Miss L. M. Peabody, of Boston, gave reasons for teaching sewing in the public schools. She would have the boys learn to sew, and if instruction began early enough, they would not object. The experiment is being tried in several schools in Boston, at an expense to the city of only \$100 per year. Supt. Thomas Tash, of Portland, considered the subject of the "Kindergarten." Supt. A. W. Edson, of Attleboro, Mass., under "Certain Minor Departments of Hand Training," considered free-hand drawing, penmanship, busy work for little folks. He said that the fact that but two States in New England as yet required drawing in the public schools, shows that many consider it more ornamental than useful. Too much of the work is more copying; it should be industrial and mechanical, instead of copying forms, faces, and figures, and designing, rather than decorative. Supt. W. T. Harris, of Concord, Mass., claimed that a connection between hand and brain-training tended to a misunderstanding of the true end and aim of education. It is better for the child to begin his school course at seven than at five. Between his fourth and seventh year the child should be in the kindergarten. Supt. E. P. Seaver, of Boston, exhibited 100 different articles in wood, made at a school in Sweden. He claimed that the same objections once met drawing that now meet industrial training. All of the work in industrial training is based on drawing. State Supt. J. W. Patterson, of New Hampshire, thought that no mental discipline necessarily came from hand training.

Supt. G. C. Fisher, of Weymouth, Mass., was elected President, and Henry Whittemore, of Waltham, Mass., Secretary.

The Norfolk County Teachers' Association was held at Hyde Park. H. F. Howard, of Hyde Park, was chosen President: an essay on "Misdemeanors" was read by Mr. John B. Gifford, of Stoughton. Kate L. Brown, of Milton, discussed "The Idea of the New Education"; G. C. Fisher, of Weymouth, "How to Teach Arithmetic during the First Four Years to Secure the Best Results in After Years," and James M. Sawin, of Providence, "Books and Reading: the Spread and Influence of Pernicious Literature: what Teachers can Do to Oppose It." There were also addresses by Rev. Dr. Duryea, of Boston, E. C. Carrigan, of the State Board of Education, Hon. T. W. Bicknell, and Rev. O. P. Gifford, of Boston.

MISSISSIPPI.—The Gulf Coast College established at Hattiesburg, on the Gulf of Mexico, is furnishing excellent advantages to that vicinity. Just such an institution has been long needed there.

MICHIGAN.—The St. Clair and Sanilac Counties Normal School will open July 21, 1885, at Fort Gratiot, and continue four weeks. Instructors: Prof. George A. Parker, Lexington; Prof. Frederick Garbutt, Fort Gratiot; Lincoln Avery, Fort Huron; Harvey Tappan, Columbus; L. D. Wilson, Fort Gratiot.

NEBRASKA.—The Colfax Co. Normal Institute commences at Schuyler, July 13, and continues six weeks. Conductor, W. T. Howard, Co. Supt. Instructors: Miss E. M. Coe, Principal of Normal Kindergarten Training School of New York, conductor of primary work; Mrs. A. C. Ballou and Mr. C. L. Brown, assistants.

NEW JERSEY.—The Misses Bush, of the Belvedere Seminary, sent to the widow of Wendell Phillips the plan of their proposed Industrial School, received her approval and permission to name it the Wendell Phillips Memorial Industrial School, and then offered to any one who should take an interest in the institution and contribute toward it, the honor of being numbered among its founders. Many responses were received, but as still more funds were needed, a stock company has been organized. The enterprise manifest in the founding of this institution augurs well for its future.

NEW YORK.—The Ulster Co. Teachers' Association met at Ellenville, May 9—the President, Prof. Ira H. Lawton, in the chair. Prof. Ryan, of Kingston, chairman of the Committee on Text-Books, presented the report of the committee, and read the list of books recommended by them to be adopted for the use of public schools of Ulster County. The report was accepted, and the list adopted. Miss Tompkins, of Ellenville, conducted a class exercise, illustrating "Imagination and Language," another on "Talking with the Pencil" was conducted by Miss Hasbrouck, of Ellenville. Mr. John R. De Vaney, of Kerhonkson, read an excellent essay entitled, "Some of the Probable Needs in our Common Schools." Miss O'Neill, of Ellenville, conducted a class exercise in "night reading." At the request of Prof. Ryan, of Kingston, she gave a succinct statement of her methods of teaching reading. Prof. Ryan and Miss Tompkins were appointed as delegates to the State Teachers' Association at Saratoga.

The Columbia Co. Institute was held at Chatham, June 1-5.

The Inter-Academic Literary Union of the State will hold its tenth annual series of academic competitions, at Fulton, July 1-2.

The regular meeting of the North Hudson Co. Teachers' Association was held June 5, at 3.30 P. M., at the West Hoboken School House. Mr. Robert Waters conducted a class in mental arithmetic. There was a discussion of the question, "What is Proper Classroom Discipline, and How to Secure It?" a piano solo by Miss Lizzie Boren, and recitations by Miss Williams and Mr. Guilford.

OHIO.—The Clermont Co. Teachers' Institute will be held at New Richmond, Aug. 3-15. Instructors: W. H. Cole, Ellettsburg, Primary Reading, and Science of Teaching; C. E. McVay, Physics, Arithmetic, Geography; T. J. Davis, Music; F. B. Dyer, Grammar and Language Lessons, History.

PENN.—The Bloomsburg State Normal School has at present the largest attendance in its history. The Principal, Wm. Noetting, is fully up to the times in educational matters.

WEST VA.—The Harrison Co. Institute will be held at Clarksburg, June 15; Prof. T. W. Harvey, of Ohio, and Thomas E. Hodges, of Morgantown, conductors.

The Peabody Institute meets June 23, at Philadelphia.

The fall term of the Calhoun Academy opens Aug. 9, and continues to Oct. 19.

NEW YORK CITY.

The Hebrew Technical Institute, founded about a year ago, as a manual training school, gave its first reception and exhibition of work, May 23.

The Alumni Association of Packard's Business College was held at the College Rooms, 805 Broadway, May 22, 1885.

The proposed Roman Catholic University, toward the founding of which Miss Caldwell, of New York, has given \$350,000, it is said, will probably be established in Philadelphia.

Students of the Normal College and College of the City of New York are preparing for the annual examinations, which begin next week. The commencements will be held on June 25.

The twentieth anniversary of the Hebrew Free School Association was celebrated in the Lexington Avenue Opera House, Sunday morning. On the main floor were seated 2,000 children, while in the balcony boxes were 500 of their parents and friends.

Why Principals of Primary Schools in this city should be paid less than Principals of Grammar Schools, is a question we are not able to answer.

1. The work demanded in a primary department is as hard as in the grammar grade.

2. It certainly is as important, in fact, we believe it is more necessary that the foundation should be laid well, than that the superstructure should be properly added. The upper stories may be removed, but the foundation stones, never.

4. More pupils attend the Primary Schools than the Grammar Schools.

5. The work of primary instruction is more difficult than in the higher classes. More patience, physical exertion, knowledge of human nature, adaptation, skill, and experience is required. No one can deny this.

Why should not valuable work be adequately paid? The subject is a very important one, and must sooner or later be considered by the Board of Education.

The question of paying women as much as men for the same kind of work is one that will be frequently discussed in these columns. We have very decided opinions on this subject, and have an inherent contempt for those who hire women for fifty cents to do work for which a dollar would be paid to a man.

The examination of 994 graduates from the female grammar schools for admission to the Normal College was completed Wednesday. "We shall be able to take 600 new students this year," President Hunter says, "that is fifty more than were admitted last year."

At the meeting of the Board of Commissioners, on Wednesday of this week, after several items of business were considered, the case of Miss Gorlitz was acted upon, and she was dismissed from the system. Seventeen votes were cast against her, and two (Coms. Cray and Welch) in her favor. Miss G. presented a communication to the Board, in which she said:

"I graduated in 1863, had a record of 92 per cent upon my examination, and received a permanent 'Grammar A' license. This license I have held ever since. Under it I taught ten years in a Corporate school and since 1872 in the Public schools under the control of your Honorable Board. I would respectfully suggest right here that if the charge against me is 'incompetency,' it is somewhat singular that this fact was not discovered for twenty-two years!"

"It seems to me apparent that the attempt of the former trustees to secure my removal must have had some other than its ostensible cause."

"I was employed in Primary School No. 23 for eleven consecutive years."

"Have the trustees the right to order or request the re-examination of a teacher at any time without assigning any cause? Can they compel a teacher to submit to such re-examinations as often as they please? Where and what are the limitations of the authority of the trustees on the subject? Does a permanent license, granted by your authority, bear no weight with it? Do the recitals and declarations contained in it mean nothing? These are some of the questions involved in my case."

One Commissioner, in referring to these questions, called them "conundrums."

Concerning her case, there is no question but she did wrong in not appearing for examination. Under the present rules she must comply with such a request or suffer the consequences; but it is folly to call up an old teacher, after twenty-two years of service, for examination as to knowledge of the branches she is expected to teach, especially if she holds a Normal College diploma. We are constrained to ask, When can a teacher in the city of New York acquire a professional standing? If not in twenty-two years, in how many years? These questions are pertinent and will sooner or later be answered. If Miss G. is not qualified to teach she ought to be dismissed from the service of the Board at once for this cause. Here is a remarkably weak spot in the N. Y. City system of schools.

It is a noticeable fact that no one of the Assistant Superintendents was asked his opinion of Miss G., yet they are the very ones who ought to know something about her; for those many years they have been inspecting her work. It remained for the trustees to ask for a re-examination after years of paid service. The whole affair is certainly very unique.

Mr. Jacob T. Boyle was elected Principal of the Evening High School for the years 1885-6.

The janitors' salaries were not increased.

The Board agreed to pay \$16,000 for a plot of ground on W. 40th street, adjoining G. S. No. 23.

Hand-grenades are not to be added to the list of supplies.

The Wilson Mission School, corner of Avenue A and 9th Street, supported entirely by charity, feeds, clothes, educates, and teaches trades to hundreds of poor girls. The children study till noon, then they are given a good dinner, and in the afternoon they work. In the day nursery are about twenty infants, some less than a year old. In the dress-making room are a dozen young girls, learning to cut and make ladies' garments. The head of this department, Miss L. J. Kirkwood, has published an admirable book on Sewing, which is used in many public schools.

The Casino is probably the most artistically decorated and attractive place of amusement in the city. Its roof garden is unique and a delightful place of resort. At present the opera Polly is on the stage. The harmony and effect of color in dress, scenery, and light, in this play, is wonderful. To be appreciated it must be seen.

ART STUDENTS' LEAGUE.—Mr. Walter Shirlaw addressed the Composition Class on Saturday evening last. Instead of the usual compositions of the students, some copies of the old masters and photographs from celebrated statuary were hung up. He gave advice about summer work, saying that it were better to have only one piece of work well studied and worked out, than a portfolio full of hasty sketches brought back. In reply to questions, Mr. Shirlaw pointed out what he considered good in the pictures before the class. An informal talk followed, the pupils gathering in an interesting group around him.

The League has prospered well this season, and the president has reverted to Mr. Frank Waller. The instructors for the coming year will remain the same with some exceptions. It is rumored that Mr. Wm. M. Chase will return in the fall. The League has had for its teachers the best artists the city affords. The circular for the past year shows Mr. Walter Shirlaw, Kenyon Cox, F. W. Freer, J. Alden Weir, G. de F. Brush, Francis C. Jones, Wm. Sattain, Fred. Dielman, J. S. Hartley. The Antique Class will be kept open during the summer for those desiring to continue work. This is a new feature and serves to show how alive the League is to possible advancement.

NEWS OF THE WEEK.

England has offered the Porte the right to occupy and control the Soudan, upon condition that he take measures to suppress the slave-trade and to develop commerce. This is more than he cares to undertake, and so he declines the offer.

Mr. Henry M. Stanley was given a breakfast recently by the Baptist Missionary Society of London. In the course of it he said that the civilization of the Soudan received its death-blow when Gordon was killed; if he had lived we would have seen the summer of civilization dawning in the interior of Africa.

The funeral of Victor Hugo took place at Paris, June 1st. A great procession followed the body to the Pantheon, where nearly all of France's illustrious men gathered to make or listen to orations in the honor of the dead poet.

The new Brazilian Ministry intend to abolish slavery. They are prepared to give the owners a fair price for their human chattels, by means of an emancipation fund created for that purpose.

The English cabinet is much divided over the question of coercion in Ireland which comes up with the renewal of the Crimes Act, the bill for which will soon be introduced by the Government. Sir Charles Dilke, one of the opposers, says, that "there are more crimes within a given time in London alone than in the whole of Ireland, and it is not considered necessary to suspend the *habeas corpus*, nor to abolish jury trials. Why, therefore, should it be done in Ireland?"

Russia has accepted England's proposals, and is withdrawing her troops from Persia. She allows Afghanistan to hold Meruchah and Zulfikar, but refuses to agree to any treaty binding her to refrain from further advances.

More trouble is brewing for the Dominion Government. British Columbia is much dissatisfied with the new land regulations, and threatens to secede from the Confederation, if they are not soon modified.

The city of Serinagar was visited by a violent earthquake, May 31st. The greater part of the city was destroyed. The number of deaths reported is 300, but it is thought that later accounts will make it much greater.

An expedition has been sent to the newly-discovered Canadian lake, for the purpose of gathering all possible geological facts concerning it. The explorers have begun work, but are not able yet to give the dimensions of the lake. They believe it will exceed Lake Ontario.

The crematory in process of construction at Newtown, L. I., will be completed, it is thought, by the last of July. Thirty-six bodies are now awaiting cremation in various cemeteries, and the company expect to have plenty of business as soon as they are ready for it. The price of cremation at first will be \$35.

The "Dolphin" the first of the three steel cruisers that Mr. John Roach contracted to build for the U. S. Navy, made a trial trip on Long Island Sound, May 29, with much satisfaction to the builders. Her contract called for a speed of 15 knots an hour, and she made an average of 16.9.

Mr. Charles S. Howard, the real owner of the Louisiana Lottery Co., died at his residence at Dobbs' Ferry, May 31st.

EDUCATIONAL CALENDAR FOR JUNE.

By N. O. WILHELM.

June 21, 1676.—Anthony Collins born; English theological writer; published "Essay on Reason," "Priestcraft in Perfection," and others.

June 22, 1881.—The Egyptian Obelisk, "Cleopatra's Needle," raised in Central Park; it records the deeds of one of the kings of Egypt.

June 29, 1757.—Battle of Plassey; commencement of British supremacy in India.

June 24, 1813.—Henry W. Beecher born; distinguished American minister and writer; also a successful lecturer; Mrs. Stowe says he had precisely the organization which passes for dullness in boyhood; in 1847 took charge of the Plymouth church in Brooklyn; wrote "Letters to Young Men," "Star Papers," "Life Thoughts," and the novel "Norwood."

June 25, 1514.—Battle of Bannockburn. (See Eng. Hist.)

June 26, 1541.—Pizarro assassinated at Lima; Spanish conqueror of Peru.

June 27, 1838.—Victoria crowned Queen of England when but eighteen years old; a notable event of her reign is the repeal of the corn laws.

June 28, 1807.—Hildreth born; American journalist and historian; wrote "Aronia More," an anti-slavery novel; also "History of the United States." Also Rousseau born, 1712; celebrated Swiss philosopher and writer; won a prize for an essay in which he tried to prove that all the misery and crimes of mankind have been caused by civilization; maintained that all men are born equal; called the father of modern democracy; his "Emile" is a work of high order; produced some reforms in the treatment of children, but his book was ordered to be burned; was obliged to leave his country to escape arrest; although reduced many times to extreme poverty, he always paid a stated amount to an aged aunt who had been kind to him in childhood.

June 29, 1577.—Rubens born; celebrated Flemish painter; painted history, landscapes, portraits, and animals with equal success; celebrated works "Descent from the Cross," "War and Peace," and "The Last Judgment"; ninety-five of his pictures are in the Munich gallery. Also Mrs. Browning died; gifted English poetess; wrote verses when ten years old; "Aurora Leigh," a novel in verse is her longest production.

June 30, 1685.—Arville beheaded; English statesman; in a revolution remained faithful to the king; when it was over refused to take an oath unless with the qualification "as far as is consistent with the Protestant faith," for this he was convicted of high treason and beheaded.

EDUCATIONAL MISCELLANY.

GENERAL PROGRAM OF THE NATIONAL EDUCATIONAL ASSOCIATION.

SARATOGA SPRINGS, JULY 14-18, 1885.

TOPICS AND SPEAKERS.

I. THE ETHICAL SIDE OF EDUCATION.—"Will Training in Schools," Pres. Isaac Hopkins, Ph.D., D.D., Emory College, Oxford, Ga. "The Common School and Morality," J. W. Stearns, LL.D., Madison, Wis.

II. THE PSYCHOLOGICAL SIDE OF EDUCATION.—"The Child's Environment," Miss Clara Conway, Memphis, Tenn.; Mrs. Delia S. Williams, Delaware, O. "Psychological Inquiry," W. T. Harris, LL.D., Concord, Mass.; Lewis H. Jones, Indianapolis, Ind.

III. INSTRUCTION AND INSTRUCTORS.—"Philosophy of Learning to do, by Doing," Col. F. W. Parker, Normal Park, Ill.; A. D. Mayo, LL.D., Boston. "Educational Influence of Modern Fiction," Henry Latchford, Ingleside, Md. "The Ideal Schoolmaster," Gen. Thomas J. Morgan, Providence, R. I. "Teaching Physics in Common Schools," Chas. K. Mead, Ann Arbor, Mich.

IV. POLITICAL AND ECONOMIC ASPECTS OF EDUCATION.—"The Decline of the Apprenticeship System in the U. S.," Thomas Hampson, Washington, D. C.; Gen. John Eaton, LL.D., Washington, D. C. "The Teacher's Business," C. W. Bardeen, Syracuse, N. Y. "Training for Citizenship," Geo. L. Fox, New Haven, Ct. "The Teacher's Tenure of Office," Henry Randall Waite, Boston, Mass.

V. PUBLIC LECTURES.—Among the public evening lectures that are contemplated, there will probably be one on "Coral and Coral Islands," by Albert S. Bickmore, Superintendent of the American Museum of Natural History, New York City; and one on "Teaching History," by John Fiske, of Cambridge, Mass.

VI. REPORTS OF COMMITTEES.—Committee on higher Education of Women, in Johns Hopkins University. Mrs. May Wright Sewall, Indianapolis, Ind.; W. T. Harris, LL.D., Concord, Mass.; W. E. Sheldon, A.M., Boston, Mass.

A cordial invitation has been extended to Pres. Cleveland and L. Q. C. Lamar, Secretary of the Interior, and it is confidently expected that they will favor the meeting with their presence.

Hon. Henry W. Blair, U. S. Senator of New Hampshire, has been invited to address the association on the subject of "Federal Aid to Education."

1. ELEMENTARY DEPARTMENT.—WM. N. BARRINGER, President.—"Methods in Teaching Geography," L. R. Klemm, Ph.D., Hamilton, O. "Language as an Educator," Z. Richards, A.M., Washington, D. C. "Avenues to the Mind," W. M. Giffin, Newark, N. J. "The True Object of Early School Training," Clarence E. Meleney, of N. J.

2. NORMAL DEPARTMENT.—GEO. P. BROWN, President.—"The Philosophy of Training has been Compassed when the Scientific Method of Teaching Elementary Subjects is Understood," Thos. J. Gray, St. Cloud, Minn. "The Functions of Normal Schools in our Educational System," Edward E. Sheib, Ph.D., Natchitoches, La. "The Educational Value of each of the Common School Studies," E. J. James, Philadelphia, Pa. "Physical Education; to what Extent is it the Function of the School," Miss Lavinia Abercrombie, Huntsville, Texas.

3. DEPARTMENT OF HIGHER INSTRUCTION.—WM. W. FOLWELL, President.—"Practical Value of College Education," Prof. S. N. Fellows, of the State University of Iowa. "The Secondary School in its Relations to the University," Prof. Alexander T. Ormond, of Princeton, N. J. Discussion of the above papers. It is also expected that a paper will be read by President Andrew D. White, of the Cornell University, Ithaca, N. Y.

4. DEPARTMENT OF SUPERINTENDENCE.—LEE ROY D. BROWN, President.—"County School Supervision," Hon. John W. Holcombe, of Indiana. "English in American Schools," E. S. Cox, of Portsmouth, Ohio. "The School Superintendent as a Business Man," Aaron Gove, Denver, Col. "High Schools and the State," J. E. Seaman, New Orleans, La.

5. INDUSTRIAL DEPARTMENT.—H. H. BELFIELD, President.—"Progress of Manual Training," S. H. Thompson, New Wilmington, Pa. "Philosophy of Manual Training," Charles H. Ham, Chicago, Ill.; also Papers by Geo. F. Magouan, D.D., Grinnell, Iowa; and W. F. M. Goss, Lafayette, Ind.

6. DEPARTMENT OF ART EDUCATION.—OTTO FUCHS, President.—There will be an exhibit of industrial drawing, contributed by the Chicago, St. Louis, Worcester and Baltimore schools, and ranging from the lowest primary through all the grades of the public schools;

also high, normal, technical and normal art school work. The discussions of this department will be conducted with a view to explain the method of teaching in connection with the exhibit. Addresses will be given by the president; by Mrs. E. M. Dimmock, of Chicago, who will illustrate the primary and grammar school work; by W. S. Perry, of Worcester, Mass., on high school work; and by Miss Kate E. Shattuck, of St. Louis, Mo., on normal instruction. Each address will be followed by discussions of subjects and methods of teaching.

7. DEPARTMENT OF MUSIC EDUCATION.—DANIEL B. HAGAR, President.—"Voice Building, Musical Elocution and Physical Culture," T. H. Brand, Madison, Wis. "Methods of Teaching Vocal Music, with Practical Illustrations," H. E. Holt, Boston, Mass. "The Tonic Sol Fa Method illustrated with a class of Children," T. F. Seward, New York, N. Y. "How to Create in the Public Mind a due appreciation of the value of Music as a Study in Schools and as an Element of Life, so as to secure general favor and Legislative support," N. Coe Stewart, Cleveland, O.

8. KINDERGARTEN DEPARTMENT.—W. N. HALLMANN, President.—"Relation of the Kindergarten to the Primary Schools," J. W. Dickinson, LL.D., Boston, Mass. "Reform through the Kindergarten," Mrs. Clara A. Burr, Oswego, N. Y. "Essentials of the Kindergarten," Mrs. Eudora Hallmann, Winona, Minn., and Felix Adler, Ph.D., New York, N. Y. "The Kindergarten in the Mother's Work," Mrs. Elizabeth Powell Bond, Florence, Mass., and Mrs. Dunning, Wis.

RAILROAD AND STEAMBOAT ARRANGEMENTS OF THE NEW YORK STATE TEACHERS' ASSOCIATION.

The following lines will return free, on the certificate of the corresponding secretary, to be furnished at the convention, those having paid the full fare in going over the routes named respectively. Return tickets good until July 25. By these lines the fare in going is also as low as by any other route:

Day line of steamers on the Hudson—Steamers Albany, C. Vibbard and Daniel Drew, from New York and intermediate landings, to Albany. (At present reduced rates from New York, the return fare will be 50 cents. If restored, return free.)

Ulster & Delaware Railroad—From Stamford, Phoenicia, etc., to Kingston.

Stony Clove & Catskill Mountain Railroad—Hunter to Phoenicia.

Walkill Valley Railroad—From Campbell Hall, etc., to Kingston.

New York City & Northern Railroad—Danbury, Brewster, Carmel, etc., to New York City.

Chateaugay Railroad—Lyon Mountain, etc., to Plattsburg.

Adirondack Railroad—From North Creek, etc., to Saratoga.

Boston, Hoosac Tunnel & Western Railway—North Adams, Petersburgh Junction, etc., to Mechanicsville or Saratoga.

Lebanon Springs Railroad—Bennington, Chatham, etc., to Petersburg Junction.

Middleburg & Schoharie Valley Railroad—From Middleburg, etc., to Junction.

Cooperstown & Susquehanna Valley Railroad—Cooperstown, etc., to Junction.

Otsego Lake Steamboat Company—Natty, Bumpus, Springfield to Cooperstown.

New York, Ontario & Western Railroad—Between New York, Cornwall, Sidney, Norwich, Oswego and Oneida.

Utica & Black River Railroad—Ogdensburg, Clayton, Watertown, etc., to Utica.

Ogdensburg & Lake Champlain Railroad—Between Rouse's Point and Ogdensburg.

Fonda, Johnstown & Gloversville Railroad—Northville, etc., to Fonda.

Delaware, Lackawanna & Western Railroad—From Oswego, etc., to Syracuse, Binghamton and Utica.

Rome, Watertown & Ogdensburg Railroad—Those having bought tickets via Syracuse or Rome in going, Elmira, Cortland and Northern Railroad—From Elmira, Cortland, etc., to Canistota.

Seneca Lake Steam Navigation Company—Between Watkins and Geneva.

Lackawanna & Pittsburgh Railroad—Olean, Angola, etc., to Wayland (D. L. & W.) Junction.

(CONTINUED NEXT WEEK.)

For the SCHOOL JOURNAL.

LIVE QUESTIONS.

1. What palace was called "Little Rome" because it was so luxurious?

2. What did Benjamin Disraeli say when his first speech was hissed in Parliament?

3. What tree is sometimes called the "toothache tree"?

4. How does the "soldier bug" treat its victims?

5. How fast does the blood circulate?

100 Doses One Dollar is inseparably connected with Hood's Sarsaparilla, and is true of no other medicine. A bottle of Hood's Sarsaparilla contains 100 doses, and will last a month, while others will average to last not over a week. Use only Hood's Sarsaparilla.

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FOR THE SCHOLARS.

FAMILIAR FRIENDS IN FEATHERS.

TO BE READ TO THE SCHOOL.

HOW MUCH WE MISS BY NOT USING OUR EYES AND EARS! A lady has just written a delightful book about the funny little ways of birds, and insects, and plants that she has observed within a few yards of her own door. Just to think! whole books can be written about things that happen right under our noses without our seeing them. Miss Treat, the author of this book, "Home Studies in Nature," is very fond of taming birds. She never allows a cat on the premises, and takes great pains to convince the little feathered folks of her regard for them. The way in which she is rewarded is shown by the following incidents taken from her book: Three pairs of cat-birds nested close to the house, each pair rearing two broods of young. One nest was near a second-story window, in a climbing rose-bush; at first the birds slightly resented my attempts at familiarity, but I was persevering and very quiet, sitting by the open window with only a light wire screen between us. After they had become accustomed to seeing me thus, I raised the screen and sat where I could have put my hand upon the occupant of the nest, but I never disturbed the mother bird; so, by the time the young were hatched, the parents would feed while I sat by the window. But this pair simply tolerated me; they treated me with a sort of sublime indifference, just as they would some large animal of which they were not afraid. When the young were fledged they came upon the back piazza, where the old ones fed them close to my side.



Another pair of this species nested in a honeysuckle that climbed over the back piazza; and here was a bird—the male—who was not only not afraid, but he appreciated me, and was companionable and intelligent, and the best musician of the grove, fully equal to his famous Southern cousin, the mocking-bird. I could call this cat-bird from any part of the grove or orchard and set him to singing as if in an ecstasy of delight, but in return for this I must be his servant and do his bidding.

If a cat made its appearance on the grounds, and I was not in sight, the bird would come screaming close to the door, when I would accompany him, he pointing out the cat, which I would drive in no gentle way from its lurking-place; other birds clamored about me, chasing the intruder, but he was the only one that returned with me to the house, where he expressed the most decided satisfaction. Several times, just as it was growing light, the wily cat was prowling about, and the bird would call me from my bed with his cries; hastily throwing on a waterproof cloak, I always went to the rescue, and drove the robber through the wet orchard out across the street, the bird always accompanying and returning with me. The female was confiding and gentle, but not so intelligent as the male.

The second nest of this pair was built in a cedar tree back of the house, within a few feet of the dense shrubbery before mentioned. The birds were three or four days building, and during this time I could not win the male from his work. I tried the softest blandishments—talked, chirruped, and whistled—all in vain; he was intent upon his work, and I was of no consequence whatever. He was a most exemplary mate, doing his share of the work with a will and perseverance even in the face of temptation—an example of allegiance well worthy to be followed. I began to fear that I had lost my power over him; but no: no sooner was he at liberty than he returned to his pretty, confiding ways; he would flutter close to me, and chatter, and sing,

and perform curious evolutions, as if in an ecstasy of happiness.

I had a large shallow dish of water set on the ground in the midst of the shrubbery for the accommodation of the birds; but soon so many came to bathe it was necessary to renew it every morning. My favorite soon learned when I was coming with the water, so he was on hand superintending the work, and waiting for me to rinse out the dish and supply the fresh water, which was no sooner done than he was in it, splashing and enjoying himself.

It was August before the second brood was hatched, and now that he had graver duties to perform, he was much less attentive to me; still he occasionally recognized and played around me, but his powers of song were greatly diminishing.

On the evening of the 18th of August three of the young birds left the nest, and the female immediately took them into the orchard many rods away; but she left a younger-looking, helpless bird in the nest, to which, I am quite positive, she never returned. But the male fed and nourished this young one, and seemed wholly devoted to it, and would now pay no attention to me whatever: he was as much pre-occupied as when building. This continued for three days. Toward the evening of the 18th this young one left the nest and accompanied the parent to the bushes, where he soon had it perched upon the tallest shrub, and now he manifested great delight, acting quite like his old self. All the next day he fed his charge, pausing now and then to assure me of his continued regard. On the second day the female came to the shrubbery, bringing the three young, reuniting the family; but as far as I observed, the male still persisted in feeding only the smaller bird.

I found the birds liked soft sweet pears, but they would not break into a perfect one; so I cut a slice from each pear and laid them on the grass, when the parents would bring the young to feed. The three older ones could now help themselves, but the youngest would only look on and wait to have the pieces put into its mouth.

My favorite bird was monarch of the shrubbery, except when the robins came for a bath, when, with a very ill grace, he took the place of a subordinate. Upon one occasion I witnessed a very amusing scene. I had just supplied the fresh water, and the bird was enjoying it, when a robin came flitting in, followed by a young speckle-breast. The cat-bird, without a single protest, left the water. Of course he was afraid of the robin, or he would not have left so promptly; but after he had gone he manifested the greatest anger—he flew to a shrub just above them, and screamed with all his power, dropping his wings and looking very fierce and hostile—to all of which the robins paid no attention. Then he came towards me and back again, evidently asking me to drive them away; but I would not interfere. After the robins were satisfied, they left the water and flew into the sunshine, and coolly proceeded to arrange their feathers.

Upon another occasion an incident occurred showing the bird's intelligence. A side gate had been left open, and a neighbor's hen had wandered in. The bird's cries summoned me, when he pointed out the hen, which was scratching among the shrubbery. All summer the bird had been accustomed to seeing the fowls in the adjoining lot, and was not at all afraid of them; but he knew this hen had no business in his dominions, and he was not content until she was driven out, which he assisted in doing, following her up with his mewing cry until she passed through the gate, when he returned to his place with a very complacent air.

For three successive years a robin nested on a projecting pillar that supports the front piazza. In the spring of 1874 she built her nest on the top of the pillar—a rude affair; it was probably her first effort. The same season she made her second nest in the forks of an oak, which took her only a few hours to complete. She reared three broods that season; for the third family she returned to the piazza and repaired the first nest. The following spring she again came to the piazza, but selected another pillar for the site of her domicile, the construction of which is a decided improvement on the first; for the next nest she returned to the oak, and raised a second story on the old one of the previous year, but making it much more symmetrical than the one beneath. The present season (1876) her first dwelling was, as before, erected on a pillar of the piazza—as fine a structure as I ever saw this species build. When this brood was fledged she again repaired to the oak, and reared a third story on the old domicile,

making a very elaborate affair, and finally finishing up by festooning it with long sprays of moss.

This bird and her mate were quite tame. I fed them whortleberries, which they seemed to relish highly, and they would come almost to my feet to get them. But I had a great trial to my patience and temper with another pair of this species that nested in the orchard. They were new-comers, and this must have been the second family they were rearing, as it was as late as July. I could not make my appearance anywhere in the orchard but the birds would scream and raise such a din about me that it was almost deafening. Their



cries would call the other feathered tribes to the scene of action, but finding nothing to alarm them, they soon returned to their quarters. Day after day I tried every means in my power to win these birds from their warlike attitude. At last I succeeded in this way: I took a box of whortleberries from which I had been in the habit of feeding the tame robins, and with this in my hand they would follow me to the orchard, where I threw out the berries as near as I could get to these belligerent fellows, when my pet robins would come close to me to eat the fruit. I would then walk away, and from a safe distance watch their proceedings. After several such attempts, I at last had the satisfaction of seeing the hostile male fly down and partake of the berries. He was a fine-looking bird, with a blacker head and redder breast than any of his relatives, all of whom he could master. The female also came and partook of the fruit, and by the time the young were fledged I could feed them all. They no longer threatened me, but were still a little shy. At last they came to the shrubbery to bathe, and were now fully domesticated.

GOLDEN THOUGHTS.

He who knows most, grieves most for wasted time.—DANTE.

Think all you speak; but speak not all you think;
Thoughts are your own; your words are so no more.
—HENRY DELAUNE.

Some temptations come to the industrious, but all temptations attack the idle.

There are more men ennobled by study than by nature.—CICERO.

Ah, the souls of those that die
Are but emblems lifted higher.

—LONGFELLOW.

A face that cannot smile is never good.—MARTIAL.

I hate the man who builds his name
On ruins of another's fame.—GAY.

A bad ending follows a bad beginning.—EURIPIDES.

Friends, if we be honest with ourselves,
We shall be honest with each other.

—GEO. MACDONALD.

All growth that is not toward God

Is growing to decay. —GEO. MACDONALD.

TIDE: The tide rises, the tide falls,

The twilight darkens, the curfew calls,

The little waves with their soft white hands

Efface the footprints in the sands,

And the tide rises, the tide falls.

—LONGFELLOW.

THE SNOW SHOWER:

Stand here by my side and turn, I pray,

On the lake below thy gentle eyes;

The clouds hang over it heavy and gray,

And dark and silent the water lies.

And out of that frozen mist the snow

In wavering flakes begins to flow,

Flake after flake—

They sink in the dark and silent lake.

—BRYANT.

BOOK DEPARTMENT.

NEW BOOKS.

MARYLAND. The History of a Palatinate. By William Hand Browne. Boston: Houghton, Mifflin & Co. \$1.25.

This is the latest issue of the American Commonwealth series, edited by Horace E. Scudder; like others of the series, it is furnished with maps and an index. The present narrative has been written almost entirely from original manuscript records and archives. It is limited to a history of the Palatinate government, and is only written up to 1781, when Maryland joined the Confederate States. The history of Maryland previous to that time is the most interesting and least known. The province was founded under peculiar circumstances and a unique form of government, and any dissimilarity from her sister States may be, in the main, traced back to this. No military operations of any consequence took place on Maryland soil during the War of Independence, although she was the faithful ally of the United States, and the deeds of her soldiers would in themselves constitute a history of that war. The book is interesting reading and of especial moment to the student of United States history.

WOMEN OF THE DAY. A Biographical Dictionary of Notable Contemporaries. By Frances Hays. Philadelphia: J. B. Lippincott & Co. \$1.50.

This work presents in concise form a series of biographies of the notable living women of all lands. Accuracy has been promoted by applying in many instances to the subjects themselves or their immediate friends. For the most part the work has been thoroughly done; it is a little disappointing not to find the name of Edith M. Thomas in the book, nor of Helen Hunt Jackson, though Charles Egbert Craddock was probably "discovered" too late for publication. But the work covers a wide field, and involves arduous labor, so it is not a wonder if there are occasional omissions. There are many short notices of women of the day floating about in newspapers and magazines, but they are not readily at hand and do not always embody the information here contained; none of the biographical dictionaries heretofore published deal exclusively with living women, and in this particular province the book meets a definite demand.

WOMEN, PLUMBERS, AND DOCTORS. By Mrs. H. M. Plunket. New York: D. Appleton & Co. \$1.25.

On a first glance at the back of this book—owing to the necessary lack of punctuation—one naturally exclaims, "Women-plumbers! What are we coming to?" But on turning to the title-page we read that "if women and plumbers do their whole sanitary duty, there will be comparatively little occasion for the services of the doctors." Indeed we are coming to something worth attention in a book that sets forth this duty so clearly and reasonably. It deals with the arrangement, lighting, sewerage, plumbing, water-supply, over-looked channels of infection, and other important matters connected with household sanitation, going into details, which are made plainer by fifty illustrations distributed through the book. If any woman cares to consider her health and that of her household, she will not fail to provide herself with this book and heed its instructions.

WEIRD TALES. By E. T. W. Hoffmann. A new translation from the German, by J. T. Bealby, B.A. Vol. I. and II. New York: Charles Scribner's Sons.

These volumes contain six tales each. Vol. I. has also a frontispiece portrait of Hoffmann from an etching, showing a remarkable head and face, full of that strange individuality called genius—just such a head as one would suppose capable of these "weird tales." There is a fantastic quality about these productions which fairly entitles them to the appellation in the title page, yet they show a characteristic German matter-of-factness and discursive tendency contrary to the strongest interest. They remind one among American tale-writers both of Hawthorne and Poe, while lacking the ideality of the former and the latter's vivid penetration. But genius may have many shades; these stories show powerful imagination and grotesque fancy, and are well worth this new translation and the consequent wider reading in this country, not to mention the excellent shape in which the publishers have issued them.

GEN. GORDON; The Christian Hero. By the author of "Our Queen," "New World Heroes," etc. New York: T. Y. Crowell & Co. \$1.25.

Much has already been said about Gordon, yet this book is not by any means superfluous. So many-sided

was Gordon's character that a biography written from a new standpoint, although rehearsing familiar facts, presents them in a new light. The sub-title in this instance indicates the general view of Gordon's career taken by the author, who finds everywhere evidence of the high Christian principle that actuated his every movement. A portrait constitutes the frontispiece, and at the close of this narrative—no less thrilling because often before repeated—is a chapter devoted to a thoughtful consideration of some of the hero's leading characteristics: singleness of purpose, diligence and self-help, strong common sense, kindness and love to others, and, finally, godliness. On the last leaf is a fac-simile and translation of a letter of Gordon's to the Mudir of Dongola. The outward appearance of the book is exceedingly bright and attractive, like all the books published by this firm. Of the numerous Gordon biographies, probably none appears in a more attractive setting, or is better suited to popular taste.

THE RUSSIANS AT THE GATES OF HERAT. By Charles Marvin. New York: Chas. Scribner's Sons. 50 cents.

The author was born in Russia, and describes himself as "both a Russophile and a Russophobe," and a subject of the English Empire rather than of insular England. He is familiar with the countries concerned, and with the men—English, Russian, and Afghan—who figure in the present complication. The narrative has therefore the peculiar interest which always belongs to personal recollections and observations, especially when related in so rapid and picturesque a style as Mr. Marvin's. It is also the result of a long and critical study of the Russian designs in Central Asia, made under circumstances unusually favorable to the formation of a correct judgment of them. The book was written and published in eight days, and shows the marks of haste; but for all that it is a valuable contribution to the literature of the absorbing question of the day.

WALTON'S COMPLETE ANGLER. Edited by John Major. New York: T. Y. Crowell & Co. \$1.25.

It has long lain on this desk, overlooked through inadvertence, but turns up now as much in season as it has been during any summer day in the last two hundred years, and is likely to be as many years hence. It is from the fourth London Edition, and contains many beautiful illustrations, among them, steel engravings, portraits of Walton and of Charles Cotton, fac-simile of the original title, and a series of new designs engraved by J. T. Willmore, Esq., A.R.A., from paintings by John Absolon, Esq. It is a delight to commend this book to teachers so unfortunate yet as not to have seen it. Doubtless there are many such, and for their benefit we say with Walton, in his dedication, "You are assured, though there be ignorant men of another belief, that angling is an art; and that this truth is demonstrated by the fruits of that pleasant labor which you enjoy when you purp ose to give rest to your mind, and divest yourself of your most serious business, and dedicate a day or two to this recreation."

MAGAZINES.

Shakespeareana for May contains contributions by Prof. Edward Dowden, Appleton Morgan, A.M.; Wm. J. Rolfe, and others; it is a rich number.

St. Nicholas for June has bright articles, stories, and sketches from some of the best writers, and is altogether a charming visitor.

The English Illustrated Magazine for June opens with a peculiar and rather striking frontispiece, engraved by O. Lacour, from a drawing by Arthur Lemon; it is entitled "The Young Cowherd," and accompanies an illustrated paper by Mabel Collins. "In the New Forest" Dorothy Tennant contributes a paper on "The London Ragmuffin," profusely illustrated; the author of "John Herring" begins a new serial, "In the Lion's Den"; Walter Crane continues "The Sirens Three," and Hugh Conway, "A Family Affair." The high standard of this magazine in excellence and interest is steadily maintained.

LITERARY NOTES.

Messrs. Funk & Wagnalls will soon issue a book of essays by Miss Cleveland. It deals with historical, ethical, and theological subjects.

The Normal Book Concern, of Ladoga, Ind., announces the issue of a book, known as "United States History Outlined." By C. M. Lemon. The work promises to be a complete, systematic topic list of U. S. history. Such a book will relieve the over-tasked teacher of much arduous work, and greatly aid the pupil. Cloth-bound, 15 cts.

"Red Rymington," by Wm. Westhall and "Poverty Corner," by Geo. Manville Fenn, are shortly to be pub-

lished by Cassell & Co., in their new summer novel series.

A popular fifty-cent edition of Mrs. Burnett's story, "That Lass o' Lowries," will be published at once by Messrs. Scribner. This firm's "Stories by American Authors" has had a large sale, and the demand continues.

Fords, Howard, & Hulbert have in preparation for immediate issue an American version of "The Book of Psalms," to be published in a volume by itself, and also incorporated in a new edition of their Revised New Testament.

G. P. Putnam's Sons add to their previous announcements of publications for the early summer, "New York and the Conscript of 1863," by James B. Fry, late Provost Marshal-General of the U. S.; "Our Sea-Coast Defences," by Eugene Griffin, Lieut. Corps of Engineers, U.S.A.; "The American Caucus System," by Geo. W. Lawton; and "The Science of Business," by Roderick H. Smith; in fiction they announce, "A Social Experiment," by A. E. P. Searing; and "A New England Conscience," by Belle C. Greene.

The Hon. J. K. Upton, ex-Assistant Secretary of the Treasury, has published, through the Messrs. Lothrop, Boston, a complete history of money as a circulating medium. It is called "Money in Politics." The same firm publish a book by H. H. Clark, a naval officer now stationed at Washington, called "Boy Life in the United States Navy."

"Fetichism," a contribution to Anthropology and the History of Religion, by Fritz Schultz, Ph.D., translated from the German by J. Fitzgerald, publisher, 393 Pearl street, New York, is a most interesting work, and a highly valuable research into the origin of religious ideas.

BOOKS RECEIVED.

Samuel Adams. By James K. Hosmer. Boston: Houghton, Mifflin & Co. \$1.25.

Hegel's Aesthetics. By John Steinfort Kedney, S. T. D. Chicago: S. C. Griggs & Co. \$1.25.

A Guide for the Microscopical Investigation of Vegetable Substances. From the German of Dr. Julius Wilhelm Behrens. Translated and edited by Rev. A. B. Hervey, A.M. Boston: S. E. Cassino & Co.

Three Month's Preparation for Reading Xenophon. By James Morris Whiton Ph.D., and Mary Bartlett Whiton, A. B. New York: D. Appleton & Co.

Pulpit and Pencil. By Mary B. Slight. New York: T. Y. Crowell & Co. \$1.50.

Paradise Found. By F. Wm. Warren, S. T. D., LL.D. Boston: Houghton, Mifflin & Co.

Lecture Notes on Metals. By John T. Stoddard, Ph.D. Boston: Harris, Rogers & Co.

Astronomy for Beginners. By Francis Fellows, M.A. New York: John Wiley & Sons.

Graded Review Questions. By W. M. Griffin and David MacLure. New York: A. Lovell & Co.

Home Studies in Nature. By Mary Treat. New York: Harper & Bros.

How Should I Pronounce. By Wm. Henry P. Phye. New York and London: G. P. Putnam's Sons.

Trigonometry. By De Volson Wood. New York: John Wiley & Sons.

An Old English Grammar. By Edward Stevers, Ph.D. Boston: Ginn, Heath & Co. \$1.00.

China. By Robert E. Douglas. Boston: D. Lothrop & Co. \$1.00.

Never. By Mentor. New York: G. W. Carleton & Co.

Quotations. By Alice M. Guernsey. Chicago, Ill.: S. K. Winchell & Co.

Elements and Compounds. By Alice M. Guernsey. Chicago: S. K. Winchell & Co.

Talks with My Boys. By William A. Mowry. Boston: New England Pub. Co. 75 cts.

The Chemistry of Cookery. By W. Mattieu Williams. New York: D. Appleton & Co.

Mr. Oldmixon. By William A. Hammond. New York: D. Appleton & Co.

Glenavert. Book II. By Owen Meredith. New York: D. Appleton & Co. 25 cts.

A Marsh Island. By Sarah Orne Jewett. Boston: Houghton, Mifflin & Co. \$1.25.

Materials for German Prose Composition. By C. A. Buchheim, Phil. Doc., F. C. V. New York: G. P. Putnam's Sons.

A Companion to the Revised Old Testament. By Talbot W. Chambers. New York: Funk & Wagnalls. \$1.00.

The Ingoldby Legends. By Thomas Ingoldby. New York: T. Y. Crowell & Co. \$1.25.

General Gordon: The Christian Hero. By the author of "Our Queen." New York: T. Y. Crowell & Co. \$1.25.

The Russian Revolt. By Edmund Noble. Boston: Houghton, Mifflin & Co. \$1.00.

The Swiss Family Robinson. Edited for the use of schools. By J. H. Stickney. Boston: Ginn & Co.

Down the Ravine. By Charles Egbert Craddock. Boston: Houghton, Mifflin & Co. \$1.00.

The Vocalist. By James E. Ryan. New York: A. S. Barnes & Co. \$1.00.

The First Six Books of the Aeneid. With notes by Edward Searing, A.M. The Bucolics and Georgics. With notes by Henry Clark Johnson, A.M., LL.D. New York: A. S. Barnes & Co. \$2.00.

The Tales of A. Grandfather. By Walter Scott. Edited by Edwin Ginn. Boston: Ginn & Co. 50 cts.

The Sentence and Word Book. By James Jehannot. New York: D. Appleton & Co.

MANY subscription bills will be found in this number, as a gentle hint that the JOURNAL wishes to hear from its subscribers before they break up their schools and take their vacation.

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A new music book, and one that is likely to be extremely popular, is Ryan's Vocalist, just issued by Messrs. A. S. Barnes & Co. It includes an introductory system of instruction, as practiced in the Public Schools of Brooklyn, N. Y., based on the French "chiffre" system, and contains many works of the best composers, arranged as part songs and with accompaniments, never before presented in a collection of this kind. There is nothing hackneyed, or commonplace, and nothing too difficult for amateurs. The melodies are suggestive and characteristic, enhanced by an elegant harmonic accompaniment. The book concludes with an admirable selection of hymns for morning exercises, with full harmonies. It is 328 pages, long 8vo., beautifully printed and bound.

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Teachers will be interested in reading the announcement, in another column, of Mr. A. P. Chapin, Manager of the Educational Gazette of Rochester, N. Y., and also of a Teachers' Agency in connection. Mr. Chapin has long been interested in the publication and distribution of educational works, and owing to his extended acquaintance with teachers and school officers, is in an exceptionally favorable position to do valuable service to both.

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Teachers desiring positions in the South or West, and school officers looking for good teachers, will not neglect the Southern Teachers' Agency, of Birmingham, Ala., managed by Mr. L. C. Dickey, and giving information of the best schools; also renting and selling school and college property. A stamp should be enclosed by teachers for application form.

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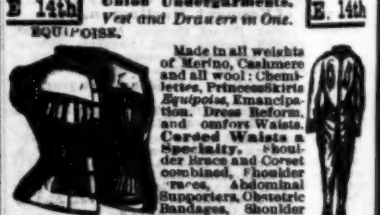
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